DOCUMENT RESUME

ED 185 043 SP 015 875

TITLE	Sex-Role Stereotyping and Women's Studies. A Resource Guide for Teachers Including Suggestions, Units of Study, and Resource Lists.
INSTITUTION	Ontario Dept. of Education, Toronto.
PUB DATE	78
NOTE	90p.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Curriculum; Elementary Secondary Education; Foreign Countries; Human Relations; *Instructional Materials; Interaction; Primary Education; *Role Models; Self Actualization; Sex Bias; *Sex Role; *Sex Stereotypes; *Social Attitudes; Socialization
IDENTIFIERS	Canada

ABSTRACT

This document was developed to assist educators in the ongoing task of developing a learning environment that is free from sex-role stereotyping, and a curriculum that accurately depicts the roles of women. As a resource guide, this document actively supports a number of Ontario's Ministry of Education guidelines concerning the education of children in kindergarten through grade 13. Among the topics discussed by the guide are: advertising and sex-role stereotyping; industrial and technological female professionals; science education and the depiction of male and female traditional roles; pioneer women, and their contribution to Canada's history; family relationships and the role of male and female parents and children, women, sport, and Canadian society; women and the law; and, women in the arts. (Authors/LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Sex-Role Stereotyping and Women's Studies

SP

Ministry of Education
Ontario

The Hon. Bette Stephenson, M.D.
Minister

ED185043

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sheila Roy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

A Resource Guide for Teachers, Including Suggestions, Units of Study, and Resource Lists

SP 015 875

Acknowledgements

The Ministry of Education wishes to acknowledge the contributions of the following persons who participated in the development of the resource guide *Sex Role Stereotyping and Women's Studies* as other members of the Writing Committee or as contributors of additional material, commentary or suggestions.

Writing Committee

Sheila Roy
Coordinator, Assistant to the Director, Curriculum Branch, Ministry of Education

Bruce Adlam
Head, Department of History, Central Peel Secondary School, Peel Board of Education

Margaret Beckingham
Principal, Central Road Senior School, Peel Board of Education

Jeanne d'Arc Lachapelle Peplinski
Teacher, Holy Name Separate School, Kirkland Lake District Roman Catholic Separate School Board

Stewart Dicks
Consultant, History, Board of Education for the City of London

Theresa Forman
Education Officer, Special Education Branch, Ministry of Education

Mary Garrah
Teacher, Cathedral School, Frontenac, Lennox and Addington County Roman Catholic Separate School Board

Pat Kincaid
Consultant in Women's Studies, Board of Education for the City of Toronto

Bernadette LaRochelle
Education Officer, Eastern Regional Office, Ministry of Education

Christine McMahon
Teacher, St. Martin's School, Peterborough Victoria, Northumberland and Newcastle Roman Catholic Separate School Board

Individuals Who Provided Additional Material, Commentary or Suggestions

Peggy Ashby
Psychometrist, Management Ontario Regional Office, Ministry of Education

John Belcastro
Teacher, Notre Dame High School, Welland County Roman Catholic Separate School Board

Grace Blackadar
Women's Adviser, Ministry of the Environment

Ray Blackwell
Assistant to the Director, Curriculum Branch, Ministry of Education

Joycie Braithwaite
Education Officer, Eastern Regional Office, Ministry of Education

Patrick J. Brennan
Director of Education, Hamilton-Wentworth Roman Catholic Separate School Board

Roger Brule
Superintendent of Curriculum Services, Midwestern Ontario Regional Office, Ministry of Education

Joe Brusutti
Teacher, Eunice Academy, Welland County Roman Catholic Separate School Board

Barbara Camm
Principal, Montrose Junior School, Board of Education for the City of Toronto

Vincent Caron
Coordinator, French Language Consultative Services, Ministry of Education

Sherrill Cheda
Librarian, Secondary Curriculum Approval Assistant, Toronto

Marnie A. Clarke
Director, Women's Bureau, Ministry of Labour

Carmen Dimizio
Teacher, Notre Dame High School, Welland County Roman Catholic Separate School Board

Ellen Downie
Education Officer, Regional Office, Ministry of Education

Neal Emery
Education Officer, Central Ontario Regional Office, Ministry of Education

Fran Hallam
Curriculum Consultant, Eastern Region, Regional Office, Ministry of Education

Fay Huber
Head, Department of English, St. Mary's High School, Merlin, Lambton County Separate School Board

Isabel Huitt
Head, Department of English, White Oaks Secondary School, Halton Board of Education

William Kilasko
Teacher, Eunice Academy, Welland County Roman Catholic Separate School Board

Dennis Kinchlea
Education Officer, Western Ontario Regional Office, Ministry of Education

Laurette Laboret
Curriculum Services Officer, Northeastern Ontario Regional Office, Ministry of Education

Robert Latimer
Supervisor of Curriculum Services, Western Ontario Regional Office, Ministry of Education

Donald Lefebvre
Principal, Notre Dame Separate School, Welland County Roman Catholic Separate School Board

Charlotte Lemieux
Assistant Superintendent, Program, Ottawa Board of Education

Marni Levitt
Consultant, Fine Arts, Central Western Secondary School, Canadian Board of Education

Barbara Lynn
Principal, B. Progressive Separate School, Dufferin Peel Roman Catholic Separate School Board

Alex MacDonald
Teacher, Georges P. Vanier Senior School, Welland County Roman Catholic Separate School Board

Fred McFadden
Consultant, History and Social Studies, Board of Education for the Borough of Scarborough

Delphine McKinnon
Senior Women's Worker, Ontario Regional Office, Ministry of Education

Ethel M. McLellan
Assistant Deputy Minister, Education Development, Ministry of Education

Herb McNaught
Education Officer, Regional Office, Central Ontario Regional Office, Ministry of Education

Dorothy McPhedran
Education Officer, Program Development, Ministry of Education

Anthony Merante
Father Hennepin School, Welland County Roman Catholic Separate School Board

Joan A. Meuser
Head, Guidance, Kingsway District High School, Essex County Board of Education

Meredith Miller
Head, Department of History, Adam Scott Secondary School, Peterborough County Board of Education

Sister Eleanor Monahan
St. Martin Catholic School, Metropolitan Separate School Board

Isabelle Morrison
Education Officer, Western Ontario Regional Office, Ministry of Education

Ray Nagy
Teacher, Father Hennepin School, Welland County Roman Catholic Separate School Board

P. Perron
Teacher, Georges P. Vanier Senior School, Welland County Roman Catholic Separate School Board

Ted Pickles
Consultant, History, Board of Education for the Borough of North York

Frances Poleschuk
Director, Northwestern Ontario Regional Office, Ministry of Education

Lloyd Queen
Education Officer, Curriculum Branch, Ministry of Education

Janet Ray
Librarian, Bloor Collegiate Institute, Board of Education for the City of Toronto

Joseph Schug
Teacher, Georges P. Vanier Senior School, Welland County Roman Catholic Separate School Board

Elizabeth Terry
Education Officer, Central Ontario Regional Office, Ministry of Education

Marjorie Wilkinson
Education Officer, Northwestern Ontario Regional Office, Ministry of Education

Special thanks are given to the Women's Bureau, Ministry of Labour, for the initial development of the concept and the first draft.

Katherine Catton
Senior Research Coordinator, Faculty of Education, University of Toronto

Mary Eberts
Associate Professor, Faculty of Law, University of Toronto

Karen Weiler
Counsel, Policy Development Division, Ministry of the Attorney General

Contents

2 Introduction
All Divisions

5 Suggestions for Improving the Learning Environment
Primary Division

11 Communication: Towards an Awareness of Individuality
Junior Division

14 Advertising and Sex-Role Stereotyping
Junior Division

18 Industrial, Technological, and Science Education
All Divisions

23 Pioneer Women
Intermediate Division

30 Philatelic Study
Junior and Intermediate Divisions

32 Family Relationships
Senior Division

37 Women, Sport, and Canadian Society
Senior Division

42 Women and the Law
Senior Division

54 Women in the Arts
Junior, Intermediate, and Senior Divisions

65 Women as Agents of Change
Intermediate and Senior Divisions

77 Sex-Role Stereotyping in the School Environment
Senior Division

81 An Inventory for Planning
All Divisions

APR 17 1980

Introduction

This document has been developed to assist educators in the ongoing task of developing a learning environment that is free from sex-role stereotyping of males and females and a curriculum that accurately depicts the roles of women. It is intended to assist teachers in overcoming difficulties caused by the lack of information concerning girls and women in most current textbooks and other educational materials. For this reason, the document emphasizes the female experience. It is hoped that all teachers will find it useful in the complicated task of developing a curriculum suited to the needs of both male and female students.

As a resource guide, this document supports a number of Ministry of Education guidelines from Kindergarten to Grade 13. For the Primary and Junior divisions, the question of sex-role stereotyping is explored in relation to classroom climate, materials, and behaviour, and a number of strategies for teacher use are suggested. For the Intermediate and Senior divisions, there are units on the roles and contributions of women, especially Canadian women, and units that provide opportunities for students to analyse issues related to sex-role stereotyping in a context relevant to their own experience and lives. Each section is complete in itself and flexible enough to be inserted into, or adapted for, courses developed from a number of Ministry guidelines (see chart, p. 4). Considering that teachers will use only two or three of the units of study or sections, the basic themes remain constant (although the subject content changes) and run through the four divisions – Primary, Junior, Intermediate, and Senior.

The responsibility for the selection of units and resources remains at the local level. It is hoped that teachers will read all of the relevant suggestions in this resource guide and select and adapt the units most applicable to their own students, community, and courses of study.

Rationale

It is the policy of the Government of Ontario that every child have the opportunity to develop as completely as possible in the direction of his or her talents and needs.[1]

It is recognized that the school environment is one of the major agents of socialization. If individual potential is to be fully developed, the learning environment must be congruent with the goals of education set for the Province of Ontario, which recognize that an individual needs

- **to acquire the basic skills fundamental to his or her continuing education;**
- **to develop and maintain confidence and a sense of self-worth;**
- **to gain the knowledge and acquire the attitudes that he or she needs for active participation in Canadian society;**
- **to develop the moral and aesthetic sensitivity necessary for a complete and responsible life.[2]**

The Formative Years also makes the following statement:

It is also the policy of the Government of Ontario that education in the Primary and Junior divisions be conducted so that each child may have the opportunity to develop abilities and aspirations without the limitations imposed by sex-role stereotypes.[3]

Stereotyping – in this case sex-role stereotyping – narrowly defines roles for males and females in our society. The role constraints deny the wide range of human potential, and simultaneously set up different behaviour expectations based upon, and having undue emphasis on, biological sex. Although the interdependence of nature and nurture (heredity and environment) in the development of a person remains undisputed, there is evidence indicating that sex roles are largely the result of societal conditioning.

Society defines the biological distinction between maleness and femaleness as fundamental and builds an elaborate array of expectations that go far beyond and have no connection with the different biological functions in procreation.[4]

Both males and females are confined by their respective stereotypes because the need for societal approval makes the crossing of role boundaries extremely difficult. Personal desires are, therefore, frequently forced into a secondary position.

1. Ministry of Education, Ontario. *The Formative Years: Provincial Curriculum Policy for the Primary and Junior Divisions* (Toronto: Ministry of Education, Ontario, 1975), p. 4.
2. Ibid.
3. Ibid.
4. F. Elkin and G. Handel, *The Child and Society* (New York: Random House, 1962), p. 35.

Individuals in all spheres of society are questioning a system which holds up as ideal the adjustment of the individual to an existing sex role at the expense of maximum realization of individual potential.[5]

Attitudes and socialization practices must also change. Only then will women and men feel free to participate in the whole range of human activities.[6]

The existence of sex-role stereotyping in many educational materials and methods perpetuates the traditional attitudes governing male and female behaviour, placing many obstacles in the path to self-actualization. The learning environment must provide the opportunities necessary for the achievement of the goals of education. Students must be able to see men and women in a variety of roles, exhibiting a wide range of human behaviour, abilities, and emotions. Materials and methods in our schools must reflect a society in which men and women have made, and are making, a variety of contributions based on their human attributes.

The achievements of women have historically been overlooked or underplayed in both learning materials and the curriculum, leading to the current situation where there are few female role models in the curriculum. This lack of models has led many female students to assume that the combination of femaleness and achievement in non-traditional occupation areas is "unnatural."

Because of the prevalence of this idea and the very strong need that young people have for a sense of belonging, many female students have been deterred from striving to develop their individual potential.

Thus consciously or unconsciously the girl equates intellectual achievement with loss of femininity. A bright woman is caught in a double bind. In testing and other achievement-oriented situations she worries not only about failure, but also about success. If she fails, she is not living up to her own standards of performance; if she succeeds, she is not living up to societal expectations about the female role. Men in our society do not experience this kind of ambivalence, because they are not only permitted but actively encouraged to do well.[7]

The suggestions, units of study, and resource lists provided in this document attempt to encourage the development of the individual potential of both male and female students by creating an awareness of

- the limitations imposed on human beings by sex-role stereotypes.
- the origin of the values that gave rise to the traditional roles of men and women.
- the expanding and changing roles of men and women.
- the female as well as the male experience, from both a historical and a contemporary perspective.

Recommended Reading

Batcher, Elaine, Brackstone, Demaris, Winter, Alison, and Wright, Vicki. *And Then There Were None*. Toronto: Federation of Women Teachers' Associations of Ontario, 1975. $1.00.

A report on readers for Grades 4-6, commissioned by the Status of Women Committee, Federation of Women Teachers' Associations of Ontario.

Dick and Jane as Victims: Sex Stereotyping in Children's Readers. 2nd ed. Princeton, N.J.: Women on Words and Images, 1975. $2.50.

Lambert, R. D. *Sex-Role Imagery in Children: Social Origins of the Mind*. Study No. 6 of the Royal Commission on the Status of Women in Canada. Ottawa: Information Canada, 1971. $1.50.

Ontario, Ministry of Education. *Changing Roles in a Changing World: A Resource Guide*. Toronto: Ministry of Education, Ontario, 1976. Available free of charge.

Royal Commission on the Status of Women in Canada. "Education." In *Report of the Royal Commission on the Status of Women in Canada*, pp. 161-223. Ottawa: Information Canada, 1970. $4.50.

5. Esther Greenglass, "The Psychology of Women: Or, the High Cost of Achievement," in *Women in Canada*, ed. Marylee Stephenson (Toronto: New Press, 1973), p. 117.

6. Meredith M. Kimball, "Women and Success: A Basic Conflict," in *Women in Canada*, rev. ed. (Toronto: General Publishing Co., 1977), p. 88.

7. Matina Horner, "Fail: Bright Women," *Psychology Today* 3 (November 1969), p. 38.

Ministry of Education Circulars and Guidelines

	The Formative Years, Primary and Junior Divisions	Guidance, Intermediate Division	Guidance, Senior Division	Man, Science and Technology, Intermediate and Senior Divisions	English, Intermediate Division	English, Senior Division	History, Intermediate Division	History, Senior Division	Family Studies, Intermediate Division	Family Studies, Senior Division	Man in Society, Senior Division	Law, Senior Division	People and Politics, Senior Division	Art I, 13, Intermediate Division	Visual Arts, Senior Division	Music, Intermediate Division Music, Senior Division	Physical and Health Education, Intermediate Division	Physical and Health Education, Senior Division	Technological Studies
Suggestions for Improving the Learning Environment	•																		
Communication: Towards an Awareness of Individuality	•																		
Advertising and Sex-Role Stereotyping	•				*						*								
Industrial, Technological and Science Education	•					*	*												•
Pioneer Women							•	*	*	*									
Philatelic Study	*						•												
Family Relationships		•	•						*	•	•						*	•	
Women, Sport, and Canadian Society							*	•			•						•	•	
Women and the Law				•			•	•		•		•						•	
Women in the Arts	•				•	•								•		•			
Women as Agents of Change							•	•					•						
Sex-Role Stereotyping in the School Environment		•	•							•									
An Inventory for Planning	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•

• Section developed specifically as support to above guidelines and circulars

• Section readily adaptable to above guidelines

Suggestions for Improving the Learning Environment

Early learning requires interaction between the child and his or her environment. Children learn through experiences with people, through symbols, and through interaction with objects in their environment. Teachers of young children must create a learning environment in which these kinds of interaction can take place and they must ensure that each child is allowed to develop abilities and aspirations without the limitations imposed by sex stereotypes. School experiences, organization, procedures, and curricula must all assist children in developing their unique interests and abilities — not channel them into roles prescribed on the basis of sex.

The degree to which teachers will be successful in creating an educational environment free from sex stereotypes will be determined by their willingness to analyse it and effect changes where these are considered necessary.

The following strategies are examples of the types of activities and planning that will help create this kind of learning environment. Twenty-one strategies are listed. The last one is expanded to show the many ways in which boys and girls can use tools and a workbench as an integral part of their learning experience in the Primary Division.

Strategies

1. Update the picture file to include pictures depicting women and men in their changing roles in a changing world.
2. Include both male and female clothes and dolls in the dress-up centre.
3. Encourage girls and boys to participate equally in sand table, water centre, and large and small block activities. The mathematical and other concepts learned are of equal value to both sexes.
4. If pictures are used as examples in small block-building activities, make sure that they show males and females in a variety of activities.
5. In the puzzle collection, include puzzles that show women and men, girls and boys, and animals in a non-stereotyped fashion.
6. Ensure that the stories used with the children portray girls and boys and women and men in a variety of positive, active roles.
7. Develop a unit on community helpers that will make children aware that both women and men are police officers, mail carriers, doctors, nurses, lawyers, and auto mechanics.
8. When speaking of animals or using pictures of them, encourage children to understand that there are both female and male animals, and that both may be involved in active behaviour.
9. Include games and songs that portray women and men in a non-stereotyped manner.
10. Encourage all children to use all centres equally.
11. Make every effort to avoid comments such as "*Nice* girls don't ..." and "*Big* boys shouldn't ...".
12. Ensure that routines such as library visits and physical education classes do not perpetuate male/female segregation.
13. Ensure that teacher-made materials for student activities are devoid of sex-role stereotyping.
14. Examine textbooks and workbooks in all subject areas for sex-role stereotyping in order to counterbalance such elements with discussion of actual situations involving men and women, boys and girls.
15. When devising mathematics problems, either compose problems in which boys and girls and men and women are involved in realistic situations, or leave blank spaces for the names and ask the students to fill in the blanks with any names that come to mind. Encourage students to develop problems related to their own experiences.
16. Make the pictures in textbooks and workbooks the basis of discussion of male and female roles in today's society. For example, girls can measure, boys do read poetry. Students could count the number of boys and girls and men and women in the pictures and discuss whether or not the book represents the world as they know it.
17. Hold parent-teacher meetings to discuss the issue of sex-role stereotyping. The Inventory for Planning (p. 81) could serve as a basis for discussion.
18. Create role-playing situations in which all family members contribute to the decision-making process leading to the solution of a family problem.
19. Make sure that the various "helping" tasks in the classroom are shared by all students.
20. Use the newspaper as a source to show the achievements of men and women in a variety of roles (political, scientific, medical, educational, "heroic").
21. *Learning with tools.* The growth of discovery-oriented methods of teaching, such as the language-experience concept, has led to a considerable increase in the amount of physical activity in the classroom. Because children's activities form an important part of their learning, methods need to be devised that permit the child to explore as many areas as possible. *Education in the Primary and Junior Divisions* states that each classroom should have centres or areas assigned to various activities, and that one of these learning areas should be a construction centre equipped with a workbench, tools, and materials.

Place a workbench and a variety of tools and equipment in the classroom to enable the children to work with a range of materials such as wood, sheet metal, plastics, and paper products. The tools must be inexpensive but real (not toys), and should include hammers, saws, files, rasps, hand-drills, and screwdrivers. The price of tools varies considerably in relation to quality, and what would be considered unacceptable for a tradesperson could be quite appropriate for a child in the Primary-Junior years. Designs for inexpensive workbenches and lists of tools that can be readily obtained are available; these tool sets may be purchased at a reasonable cost. In addition, household and everyday objects can be used to great advantage. Plastic containers of various sizes and shapes, leather scraps, paper cups, aluminum pie plates – all of which are normally thrown away – can become a functional part of a creative project design.

The materials / tools approach can enhance learning in the Primary classroom in a variety of ways, for example, it can:

- reinforce and enhance the existing program through the use of language, the application of scientific and mathematical concepts, and the application of sound social principles.
- provide opportunities for activities free of sex-role expectations through the use of technical language and vocational role-playing.
- provide opportunities for three-dimensional activities through the introduction of perceptual concepts and the use of "touch" and "feel" senses.
- foster co-ordination by providing natural opportunities for the exercise of a variety of motor controls.
- promote technical literacy by fostering awareness and understanding of materials, tools, processes, and vocations.
- encourage creativity and self-expression by providing opportunities for self-directed activities, development of dexterity with tools, and development of design concepts.

The following materials should be available in sufficient quantities for adequate project construction:

Wood and wood products
- pieces of wood (random shapes and sizes)
- plywood
- pieces of plywood
- dowelling (various diameters)
- masonite sheets
- pegboard sheets
- sawdust
- wood shavings
- toothpicks

Plastic products
- styrofoam
- sponges
- plastic sheets (various thicknesses and colours)
- vinyl scraps
- Saran Wrap
- plastic lacing
- plastic cups

Paper products
- tri-wall sheets and kits
- paper sheets (various colours)
- Bristol board (various colours)
- paper towels
- paper plates
- paper cups

Containers
- glass bottles and jars (various sizes and shapes)
- plastic bottles
- cans (various sizes and shapes)
- aluminum pie plates
- aluminum tart tins

Fasteners
- nails and screws (assortment)
- glue (several kinds)
- wallpaper paste
- masking tape
- cellulose tape
- rubber bands
- string
- wire (electrical and steel)
- thumbtacks

Marking devices
- felt pens (various colours and types)
- crayons (various colours)
- pencils (coloured and plain)
- paint (washable)
- paint brushes

Miscellaneous
- cloth scraps
- leather scraps
- cotton batting
- sandpaper (various grades)
- aluminum foil
- wax-paper roll
- buttons (assortment)
- steel wool

Resource materials
- books
- magazines
- how-to-do-it articles

Carrying equipment
- tool kit
- scissors
- other items to be determined

Hardware
- 1 package nails (1" common, 1½" common, 2" common, 1" finishing, 2" finishing)
- 2 plastic containers with assorted woodscrews
- 1 quart glue (Lepage's Bondfast with small containers)
- 12 carriage bolts (½" x 2½" NC, with nuts and plain washers)
- 12¼" NC wingnuts
- 20 feet of polypropylene clothes-line rope (¼" diameter)
- 1 candle

Early learning requires interaction between the child and his or her environment.

Children learn through experiences with people, through symbols, and through interaction with objects in their environment.

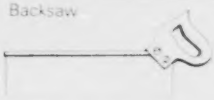
Children are curious and have a natural need to explore and manipulate. They should be given opportunities to handle, discuss, and experiment with a variety of resource materials that encourage exploration of all the senses.

Experiences with real things develop language insights and facilitate language expression.

Primary Tool Set

Handsaw (crosscut)

Backsaw

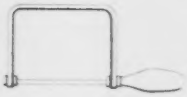


Claw Hammer

Surform Plane

Hacksaw

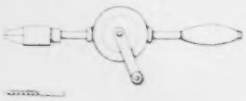
Coping Saw



Bit Brace

Bit

Hand Drill



Twist Drill

Keyhole Saw

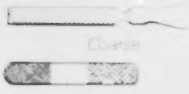
Junior Hacksaw

Slip Lock Pliers

Square

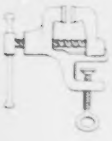
Mitre Box

Wood Rasp



C - Clamp

Bench Clamp Vise



Dovetail Saw

Hacksaw Blade Holder

Resources

Books, Articles, Reports

Allinson, B., and Lawrence, J., eds. Women at Work. Series. Toronto: D.C. Heath, 1975-76. Illus.
Grade 2
Clowning Around. Hammer and Tongs. Behind the Scenes. Hand and Glove. $7.56 each.
Grade 3
Maryon Makes Shapes. Ellie Sells Fish. Myra Builds a House. Doctor Mary's Animals. Set of five $7.56.
Grade 4
Take One. Ready for Take-Off. Let's Take a Vote. Open Wide. $7.56 each.

British Columbia. Ministry of Education. *Women's Studies: A Resource Guide for Teachers.* Vancouver: Ministry of Education, British Columbia, 1977.

British Columbia Teachers' Federation. *Breaking the Mould: Non-Sexist Curricular Materials for B.C. Elementary Schools.* Vancouver: British Columbia Teachers' Federation, 1975. Distributed by the Ontario Institute for Studies in Education. $4.95.

Chadwick, Jean, Texmo, Dell, and Hughes, Karin. *This Is Our Work: Some Newfoundland Women Talk About Their Careers.* St. John's, Nfld.: Newfoundland Status of Women Council, 1975. $3.00.

Lambert, R. D. *Sex-Role Imagery in Children: Social Origins of the Mind.* Study No. 6 of the Royal Commission on the Status of Women in Canada. Ottawa: Information Canada, 1971. $1.50.

Ontario. Ministry of Education. *Girls and Women in Society: Resource List.* Toronto: Ministry of Education, Ontario, 1976. Available free of charge.

Ontario Status of Women Council. *About Face: Towards a Positive Image of Women in Textbooks.* Toronto: Ontario Status of Women Council, 1974. Available free of charge.

Films

Free to Be... You and Me. McGraw-Hill Ryerson, 1975.
16 mm, colour, 42 min. $660.00.
This film is also available in three parts:
1. *Friendship and Co-operation* (16 min, $240.00)
Specially created from the original full-length version of *Free to Be... You and Me*, this film investigates the two-way street of interpersonal relationships with friends and siblings and explores the conflicts and rewards of love and sharing.
2. *Expectations* (14 min, $210.00)
This segment examines life goals and social roles from the point of view of individual fulfilment, not traditional sex-role stereotyping.
3. *Independence* (17 min, $255.00)
This segment is designed to foster self-reliance by developing the conviction that one's unique feelings and talents are gifts to be used and should never be hidden.

I Is for Important. University of California Extension Media Centre, 1974. 16 mm, colour, 12 min. Distributed by International Tele-Film. $184.00.
This film was developed to raise awareness of the variety of incidents, in and out of the classroom, that reinforce sex-role stereotyping.

Learning to Read between the Stereotypes. Toronto Board of Education Teaching Aids Department, 1974. 16 mm, colour, 20 min. $150.00. Available for rent from Association Films.[1]
This film looks at primary readers from the viewpoint of sex-role stereotyping and its consequences.

1. For distributors' addresses see pp. 84-86.

Communication: Towards an Awareness of Individuality

The stereotyping of male and female roles begins in early childhood with the child's perception of the behaviour and activities of his or her parents and other adults in his or her world, including characters on television. It is reinforced by the child's experiences with differentiated games, activities, and toys. When the child reaches school age, this stereotyping can be further reinforced in a variety of ways unless steps are taken to ensure that every child is given the opportunity to develop as completely as possible in keeping with his or her talents and needs. The communication activities provided by the school can be one such vehicle.

A good communications program should give children an understanding of as many means of communicating as possible. They can then be encouraged to find their particular style of communication as they learn to interact with people and interpret the world around them. This development of skills and understanding should emphasize the individual student's abilities and interests rather than reinforce any predetermined behaviour based on sex-stereotyped expectations.

In addition, the activities and skills related to communication can be a means of increasing student awareness of the humanness of individuals and of lessening the pressure of sex-stereotyped expectations. The importance of role models in all such activities cannot be overemphasized for children in the Junior Division.

Objectives

- To develop the child's ability to identify sex-role stereotyping.
- to increase the child's realization that people often experience similar hopes and fears and successes and failures, whether they are male or female.
- to lessen the effects of sex-role stereotyping in the day-to-day development of the child.
- to increase the child's ability to understand another's experience and to internalize the experience by relating it to his or her own pattern of thinking.

Strategies

1 Have the children write a paragraph without any prediscussion on topics such as "I like being a girl", "I like being a boy", "If I were a boy ___", "If I were a girl ___".

When the children have finished writing, ask for a volunteer to read aloud, and encourage discussion. For example:

- Are there similar things that are liked and disliked by both girls and boys?
- Should these things be changed? Why? If so, how?
- Do some children think their lives would be very different if they were of the other sex? Why?
- Are there some things that all people like?

With the children's permission, read aloud some of the essays without identifying the sex of the authors. Have the children guess whether the author is a boy or a girl, encourage them to support their answers with reasons.

Another activity would involve students in developing booklets on titles such as "My mother can ___", "My father can ___", "My aunt can ___", "I can ___". As children grow in awareness and gain new experiences that they wish to record, they should be encouraged to take a few minutes to do so. From time to time, examine the booklets to discuss with them the activities and tasks that are performed by both mothers and fathers, and by both girls and boys.

2 Set up a corner called "Beautiful Things" in the classroom and allow girls and boys to co-operate in building and adding to the corner. Stress the importance of uniqueness to avoid imitation and sameness. Let the children immerse themselves in oral language as they describe what they perceive as beautiful. How does it look, feel, smell, sound, etc.? What can we do with it? Encourage them to think creatively in finding different words and expressions to describe beauty. Extend the oral use of language to written expression as they add comments to booklets on the creative writing table.

In this way, help the children to realize that both girls and boys appreciate beauty and that both boys and girls can create beauty. Extend the discussion to include the activities that mothers, fathers, and other adults pursue, at home or at work, to create beauty.

3 Drama provides a vehicle for involving the whole child in the process of understanding and communicating.

- Have children select a poem or story that they like and present it in dramatic form. Let them re-enact the story or poem but have the boys and girls change parts. Then discuss whether or not this changes the effect of the poem/dramatization.
- Use the statement "When I grow up I will ___" as the starting point for dramatization by individual students. Discuss any differences and similarities the children notice in the aspirations of boys and girls.
- Have students present their version of their favourite family situation comedy. Have the class discuss the presentation and any stereotypes that appear. Have them evaluate the effect of such stereotypes on their own behaviour.
- Introduce children to reading and visual materials that show a wide variety of adult roles. If you notice the presence of stereotypes, seek opportunities to have the children discuss their views.

4 There are many excellent films that can be used to explore the ideas of individuality and choice. The following example is developed to show how one film, *The Fable of He and She*, can be used. The film depicts blue hardybars and pink mushamels living on a mythical island. While pursuing their respective stereotyped activities, the hardybars and the mushamels are separated when a storm splits the

island in two. Each group must learn the other's tasks in order to survive. A "reversaquake" reunites the inhabitants of the island, and from then on they all perform the various tasks that they have learned.

The children will enjoy the humour in this delightful animated film, but the follow-up activities should focus on the message. The children will want to discuss the film immediately; permit them to do so before exploring specific aspects.

- What did the hardybars and the mushamels discover as a result of the storm?
- Who, among the hardybars and the mushamels, showed leadership in time of trouble?
- How did the hardybars and mushamels regard each other before the storm?
- What changes took place when the two sections of the island were joined together again? Did these changes result in improvements?
- Can a similar event take place in your town? Give some examples.
- If you were involved in such a disaster, what would you do?
- What techniques has the producer used to convey the message in an interesting way?

The following activities can emerge from the discussion.

- dramatizing the story of the film.
- telling the story of the film with puppets, perhaps using plasticine as the medium.
- writing a dramatic script to tell the story.
- writing a story about a similar incident that could take place in the students' community.
- filming a student dramatization or animation of the story.

5 Have the children fill in the "People at Work" form individually, following these instructions. In each column, list the occupations of people you have seen in real life or on television, or read about in books. Transfer the information to a single chart on the board. Delete the occupations common to each column. Discuss the remaining occupations from the point of view of whether or not both women and men can pursue them in today's society. (This can be an oral exercise with young children.)

People at Work

Male	Female

6 Encourage the children to look at the ways in which boys and girls and men and women are portrayed in their readers, environmental studies and math texts, etc. Have them make the following chart, showing the number of boys, girls, men, and women in each textbook selected and their activities.

Title of My Textbook:

	Number	Activity of the person(s)
Boy		
Girl		
Man		
Woman		

Form groups of four to six children. Each child fills in the chart for the first ten pages of the text. Have the group gather and organize the information and then discuss whether or not the texts present a realistic picture of the lives of people. What is the effect of such portrayals in textbooks on the child's self-perception?

Resources

Books, Articles, Reports

British Columbia. Ministry of Education. *Women's Studies: A Resource Guide for Teachers*. Vancouver: Ministry of Education, British Columbia, 1977.

British Columbia Teachers' Federation. *Breaking the Mould: Non-Sexist Curricular Materials for B.C. Elementary Schools*. Vancouver: British Columbia Teachers' Federation, 1975. Distributed by the Ontario Institute for Studies in Education. $4.95.

Lambert, R. D. *Sex-Role Imagery in Children: Social Origins of the Mind*. Study No. 6 of the Royal Commission on the Status of Women in Canada. Ottawa: Information Canada, 1971. $1.50.

Films

The Fable of He and She. Learning Corporation of America, 1975. 16 mm, colour, 11 min. Distributed by Marlin Motion Pictures. $195.00.

Free to Be ... You and Me. McGraw-Hill Ryerson, 1975. 16 mm, colour, 42 min. $660.00. (See p. 10 for further details.)

Each child must have the opportunity to develop abilities and aspirations without the limitations imposed by sex-role stereotypes

The stereotyping of male and female roles begins in early childhood

Advertising and Sex-Role Stereotyping

Young people are exposed to advertising from a very early age. The cumulative effect, especially of advertising on television, has a significant bearing on girls' and boys' perceptions of themselves, their behaviour, and their aspirations. To most children the commercial message is another piece of information received from the television set. It is often difficult for them to distinguish truth from fiction, particularly when the fiction is packaged in compelling words, striking images, and catchy music. The aim of this unit is to increase student awareness of the impact of advertising and its effect on sex-role expectations and behaviour. A study of advertising techniques and aims will help students to understand that life is not necessarily reflected accurately in advertisements.

The importance of developing the awareness of the child at an early age led to the decision to develop this unit for Junior Division students, although such a study has obvious potential as an Intermediate and Senior Division activity. It is hoped that teachers will adapt this unit for students in the Intermediate and Senior divisions.

Objectives

- To increase the students' awareness of the role played by advertising in perpetuating sex-role stereotypes.
- to increase the students' awareness of the psychological impact of advertising.
- to increase the skills of critical thinking, observation, and listening.

Strategies

1. Students can work in mixed groups to monitor a variety of radio programs (news broadcast, sports broadcast, talk show, music program, weather report, traffic report). They should listen to at least three programs. Resources required include a radio, a stop watch, a wall clock, and writing materials. The group work should be scheduled at various times throughout the day so that a variety of programs may be covered.

Tasks to be completed by each group can include

- timing the length of each commercial.
- timing the length of the program.
- making a note of the points at which the commercials appeared during the program.
- listing the products or services advertised in each commercial and identifying the target of the commercial (audience to which it was directed).
- listing the people who participated in each commercial.
- listing the techniques used in each commercial – music, sound effects, recognized personalities, drama, emotions.

Vary the task assignments for each group within each listening period.

Each group can prepare a two-part report on the monitored program: one-half of the group can record statistics pertaining to the commercials (length of average commercial, the number of commercials in a program, etc.), while the other can record information regarding products or services and people.

When all the records have been completed, the results can be discussed with the entire class.

- What kind of roles do women generally play in radio commercials?
- What kind of roles do men generally play in radio commercials?
- What conclusions can one draw about the audiences to which the commercials were directed? (Have the students give reasons for each conclusion.)
- Which kind of program had the greatest number of commercials?
- Which commercials did the students like best? Why?

Further discussion can centre around techniques, the length and frequency of commercials, and the use of sound effects. This strategy can be further extended to include writing commercials that focus on the changing roles of men and women in our society. Students can dramatize and record their commercials for presentation to the class; this activity will give them an opportunity to apply what they have learned about the content and techniques of commercials. Language, art, drama, and mathematics can be correlated in this study.

2. Obtain a television commercial on either videotape or super-8 film. Show it to the students, using equipment that can be stopped at any time to examine specific strategies and techniques used. Freeze the image to illustrate the way in which actions, words, colour, position, appearance, sound effects, and music blend subtly together to present the message of the advertiser and the producer. Question the students about their interpretations.

- What is the woman/girl doing? What is her occupation?
- What do you think is the man's occupation? What details give you this information?
- Who is made to appear most important? How is this achieved?
- Could the woman do what the man is doing? Give examples.
- Could the man do what the woman is doing? Give examples.

The cumulative effect of advertising has a significant bearing on girls' and boys' perceptions of themselves, their behaviour, and their aspirations.

- Do young people/adults really behave in the way they are portrayed here?
- Did you perceive any general changes in television commercials recently?

A variety of activities can follow this discussion, for example

- rewriting the commercial to reflect the expanding and mutual roles of men and women,
- combining the rewritten version with dramatization and filming or videotaping,
- making a super-8 animated film commercial that is free from sex stereotypes,
- making the rewritten version into a box movie. Students can work in groups to operate the movie and to take speaking parts.

3. Have the students study television commercials to see whether any of the following statements are important components of the commercials.

- The use of a product can change one's entire future.
- Men prefer women who are beautiful and not too intelligent.
- Women prefer men who are handsome and intelligent and who own expensive cars.
- Women are happily absorbed in homemaking and child-care tasks.
- Men are incapable of performing homemaking and child-care tasks.
- A "real man" or a "real woman" uses a certain product.
- Women compete with each other for the shiniest floors and the sweetest-smelling bathrooms.
- Men occupy themselves in group activities connected with sport.

Have the students dramatize the commercials studied. Then have them discuss each dramatization.

- Does the commercial present an accurate or a false picture of reality? Why?
- Is housework always an enjoyable task?
- Do fathers ever perform household or child-care tasks?
- Do mothers ever perform tasks around the house such as keeping the accounts, mending broken furniture?
- What is implied about the intelligence of the viewer?
- Are all the people in the commercials "beautiful people"? Why? Why not?

A discussion centring on television commercials that the students perceive as being devoid of the sex-stereotyped elements listed above is a good follow-up activity. Students may disagree with one another but should be required to exercise critical thinking and communication skills in presenting and justifying their points of view.

Writing and drama can be combined in a variety of related activities. Have the students write and produce positive commercials portraying women and men in their changing roles in a changing world. This can be extended to filming, videotaping, or puppetry.

4. Have the students create two collages, one entitled "Woman" and one entitled "Man", using advertisements collected from newspapers and magazines. Alternatively, the two collages could be entitled "Girl" and "Boy". Following the completion of the collages, students could discuss pertinent features, for example. How are the two collages similar? How do the two differ? What are the reasons for the differences? What kinds of attitudes towards women and men are reflected in the portrayals in the collages? Students can pursue the question of whether or not advertising portrays women and men as they really are by making a large composite collage entitled "People". Pictures could be added to this throughout the year as students discover advertisements that they think portray reality.

5. Students can work individually or in groups to conduct a survey of television commercials aired during the programs they watch. Set a maximum number of programs for the class, and organize the groups to ensure variety in the programs to be monitored. Survey results should relate to male and female characters and should be reported in tabular or graph form: personal appearance, speaking parts, number of times heard, percentage of time, occupations of each, activities, etc. Students can draw conclusions about the results of their surveys. They may wish to pursue this strategy further by using the statistics compiled in writing to the advertisers to express their concerns.

6. Advertising in the newspapers can be part of a unit on the study of the newspaper as well as a study of advertising. Which advertisements are designed to appeal to women/girls? To men/boys? At what economic level? How? Why? What differences are there in the language and in the pictures used? Which advertisements are designed to appeal to all people? Following discussion of these questions, students can write advertisements that are free from sex stereotypes but retain the essential components of a good advertisement.

7. Billboard advertising makes more economical use of language than other forms of advertising and thus can provide ideal material for discussion, rewriting, and redesigning. Discussion can touch upon the captive audience of public transit passengers who are confronted by mini-billboards for the duration of their journey, as well as the mobile audience of motorists who only get a fleeting view of highway billboards. A field trip using public transit could include such a study. Students can also design their own billboards for advertising forthcoming events at the school.

8. Empty product packages can be brought to the classroom for examination and discussion. Have students compare the packages for women's and men's articles. Do they differ? If so, how? What are the messages conveyed? Do women or men really purchase articles on the basis of how they are packaged? What are the other important factors?

9. A discussion of toys for young children will enable students to realize that marketing techniques contribute to the idea of "acceptable" toys for boys and "acceptable" toys for girls. Give the students a family gift list, catalogues, and play money. They select a gift from the catalogues for each person on the list within the limits of the money that they have. When they have made their selection, pose questions such as the following:

- Why did you choose that gift for your mother? Sister? Aunt?
- Why did you choose that gift for your father? Brother? Uncle?
- Would you consider giving the gift you chose for your mother to your father? The one you chose for your sister to your brother? Why? Why not?

Some students might visit the toy department of a large store to investigate aspects relevant to the topic under study.

- How are the toys displayed? Identify the toys that are not segregated according to sex.
- Examine the packages. List the packages that advertise toys according to sex. How is this done?
- Ask the salesperson to recommend a gift for an eight-year-old boy and one for an eight-year-old girl. Note the response of the salesperson to this request.
- Are toys made for girls, for boys, or for all interested children?

After the students return to school, discuss their findings. Have girls and boys give opinions as to whether or not they would enjoy playing with toys designed for the opposite sex.

If possible, a member of the Toy Testing Council might be invited to meet with the class, or students might examine parts of the Hazardous Products Act for regulations concerning toy safety.

Resources

Books, Articles, Reports

Aaron, Dorothy. *About Face: Towards a Positive Image of Women in Advertising*. Toronto: Ontario Status of Women Council, 1975. Available free of charge.

British Columbia Teachers' Federation. *Breaking the Mould: Non-Sexist Curricular Materials for B.C. Elementary Schools*. Vancouver: British Columbia Teachers' Federation, 1975. Distributed by the Ontario Institute for Studies in Education. $4.95.

Miles, Bett. *Channeling Children: Sex Stereotyping on Prime Time T.V.* Princeton, N.J.: Women on Words and Images, 1975. $2.50.

Industrial, Technological, and Science Education

- Do the books in your classroom and library indicate by word, example, and picture that both boys and girls are interested in family life, mathematics, hairdressing, machines, clothing design, and industrial education?
- Do the illustrations in the books in your classroom or library portray both men and women sewing, sawing, nursing, doing laundry, driving a truck, doing research, typing, and painting?

The Ontario Human Rights Code prohibits discrimination on the basis of sex in recruitment and hiring, training and apprenticeship, and membership in trade unions or self-governing professions. Classifying a job as "male" or "female" is a violation of the code. In Ontario, women are now employed as toolmakers, architects, carpenters, data processors, engineers, radio and television sound technicians, plumbers, sheet metal workers, professional news photographers, physicians, biologists, etc. Career options for women extend far beyond the fields in which they have traditionally been employed.

In view of changing patterns in the labour market and their impact on family life, Ontario can no longer afford to stereotype its male and female workers as "technical" and "non-technical". The school setting is one place where boys and girls can be encouraged to move beyond such stereotypes.

Girls are requesting admission to drafting and other technical and industrial arts classes in increasing numbers, and boys are requesting admission to hairdressing and family studies (home economics) courses. Within the limitations of available space and facilities, all students should have the opportunity to indicate their preference for such courses.

Moreover, regardless of their career plans, both boys and girls need an understanding of basic scientific, industrial, and technical concepts in order to feel comfortable and confident in a highly technological, industrialized society. Such understanding should begin at the Junior Kindergarten stage and continue through secondary school.

Many areas of study within the curriculum emphasize the significance of technology. In the Intermediate and Senior divisions, science, computer studies, design, economics, geography, and history contribute to this aim. However, the groundwork must be laid (for both boys and girls) in the Primary Division.

Objectives

- To develop opportunities for boys and girls, from Kindergarten through secondary school, to acquire an understanding of scientific, industrial, and technological concepts.
- to provide all students with the same broad base of exploratory experiences on which to base career and personal-interest choices.

Strategies

A. Elementary School

1 Encourage both boys and girls to become involved in a variety of "I can" experiences with tools, three-dimensional construction projects, and basic home-maintenance activities. This could be accomplished by setting up a "Bicycle Maintenance Centre", a "Home Care Centre", and a "Needlework Centre" in the classroom.

2 Involve both boys and girls in the entire process of making and using puppets.

3 Visit a plant assembly line where women work alongside men. Discuss the jobs and salaries.

4 Encourage both boys and girls to consider jobs in television repair, plumbing, hairdressing, dressmaking, and early childhood education.

5 Encourage both girls and boys to help the caretaker and the secretary to set up science corners, to put away tools, to wipe tables, to scrub out sinks, to look after young children.

B. Primary and Junior Divisions

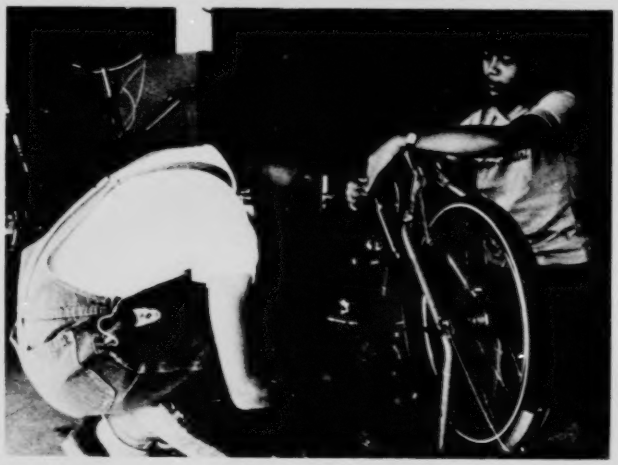
1 Encourage both girls and boys to play with building kits, complex toys, and materials such as wood, wool, rock, and clay.

2 Read stories in which both girls and boys play a physically and mentally active role. Use texts that present stereotypes as a means of getting students to discuss the meaning and effects of sex-stereotyped stories. Examples of non-stereotyped presentations include:

Allinson, B., and Lawrence, J., eds. Women at Work Series. Toronto: D.C. Heath, 1975-76. Illus.
Grade 2
Clowning Around, Hammer and Tongs, Behind the Scenes, Hand and Glove. $7.56 each
Grade 3
Maryon Makes Shapes, Ellie Sells Fish, Myra Builds a House, Doctor Mary's Animals. Set of five $7.56
Grade 4
Take One, Ready for Take-Off, Let's Take a Vote, Open Wide $7.56 each

Danish, Barbara. *The Dragon and the Doctor.* New York: Feminist Press, 1971.

Eichler, M. *Martin's Father.* Chapel Hill, N.C.: Lollipop Power, 1971.



In a technological society, both boys and girls need an understanding of basic scientific, industrial, and technical concepts

Emily Stowe (1831-1903), the first Canadian woman qualified to practise medicine in Canada
(Public Archives of Canada)

Cora Hind (1861-1942), Agricultural Editor of the Winnipeg Free Press
(The Winnipeg Free Press)

Goffstein, M. B. *Two Piano Tuners*. New York: Farrar, Straus and Giroux, 1970.

Klein, Norma. *Girls Can Be Anything*. New York: E. P. Dutton, 1973.

Pellett, E. A., Osen, Deborah K., and May, Marguerite P. *A Woman Is*. Walnut Creek, Cal.: Aardvark Media, 1974.

3. Assume that both girls and boys will do well in all the areas of study listed in *The Formative Years*.
4. Use real tools, such as hammers, saws, and planes, stressing safety and proper handling.

C. Intermediate Division

1. Encourage all students to learn how to use tools, such as screwdrivers and hammers, so that they can make simple repairs to household devices; to operate a sewing machine so that they can make alterations to clothing or clothing items; and to prepare basic foods so that they can present a meal.
2. Teach all students the principles of nutrition and the joy and importance of a healthy, active body.
3. Include in the industrial arts program opportunities for projects that require integrated groups to
- identify a problem – for example, students can be asked to design and make special play equipment for young children or a unit for books, records, or cassettes of various sizes;
- consider the merits of various solutions to the problem;
- solve the problem by drafting the plan and constructing the product. The solution can involve activities in industrial arts, cooking, sewing, fine arts, design, or any technical shop that is available.
4. Encourage girls and boys to acquire technical literacy through introductory design and technology courses that are not necessarily job-oriented.
5. Study the influence of science and technology on the everyday lives of men and women.
6. Divide the class into small groups and ask each group to solve the following riddle:

A man and his son are involved in a car accident. The father is killed. The child is badly injured and is taken to hospital where it becomes apparent that he needs an operation. The surgeon comes in and examines the boy before the operation and exclaims, "I cannot operate on him. He is my son!" How can this be?

Follow this with a class discussion. Why is this riddle difficult? It contravenes at least two stereotypes: the idea that mothers do not go out to work and that women do not become surgeons. The discussion will provide an opportunity to point out that, in 1951, 38 per cent of the female work force in Ontario was married; by 1974, this figure had increased to 62.02 per cent – or almost two-thirds of all working women.[1]

D. Secondary School

1. Study the role of women in industry in relationship to labour needs and the implications of women's participation in the labour force. Have students consider the following:
- labour scarcity during early industrialization, in pioneer conditions, and in wartime;
- surplus labour in times of depression and inflation;
- changes in the role of women as a result of increased participation in the labour force;
- changes in the attitudes of women towards work outside the home;
- wider spectrum of family relationships as a result of women's increased participation in the labour force;
- percentage of women, married and unmarried, in the labour force today in contrast to twenty years ago;
- unemployment rates of women;
- age groups and educational status of women in the labour force;
- labour unions and women;
- women in labour organizations, for example, Madeleine Parent, Shirley Carr, Grace Hartman;
- influence of nineteenth-century democratic principles;
- reasons for which women choose and/or are able to remain exclusively in the traditional family role of wife and mother.
2. Why should Ontario seek to interest more women in science, engineering, and medicine?

Encourage student discussion of careers in science, engineering, and medicine so that male and female students will understand that there can be equal opportunity in these fields, that personal interest can be pursued, that Canada must make full use of its total human resources instead of confining involvement to only half the resources available.
3. Multidisciplinary units might be developed for both female and male students around the following topics as a means of making all students aware of the personal and career opportunities open to interested individuals:
- Aerospace: drafting, aircraft component design, communication and control devices, motors and generating devices, piloting skills. The career of Elsie Gregory MacGill, aeronautical engineer, could be part of the study.
- Communication arts: printing, letterpress, offset, colour separation, plate-making, typesetting, history, art, mathematics, science, production of a school newspaper.
4. Study the role of women as healers throughout history. The following could be considered:
- midwifery in the ancient world;
- witchcraft in healing;
- pioneer women and the use of healing herbs;
- Jacoba Felicie in early fourteenth-century Paris;
- Jeanne Mance in seventeenth-century Canada (she founded Hôtel Dieu in 1642 in the wilderness of Ville Marie);
- Maude E. Abbott, M.D., and Emily Howard Stowe (see p. 72) in nineteenth-century Canada;
- Augusta Stowe-Gullen, M.D., in twentieth-century Canada (she was the first woman doctor trained entirely in Canada).

1. Women's Bureau, Ministry of Labour, Ontario. *Women in the Labour Force: Basic Facts*. Factsheet No. 2 (Toronto: Women's Bureau, Ministry of Labour, 1976).

5 Study the lives of women in science, for example, Marie Curie, Irene Joliot, Lise Meitner, Maria Mayer, Rosalind Franklin, and Khana of India. Have the students seek reasons for the large-scale participation of women in science, medicine, labour, and technology in Eastern Europe. Study the women in the community who are doctors and scientists.

6 Have students collect pictures and news clippings that illustrate the possibilities that exist for women trained in various scientific and technological fields.

7 It is said that technology freed women from domestic drudgery, giving some of them the time to examine and challenge the traditional roles of women. Have students investigate issues and developments that reflect the truth of this statement, for example:

- Following a visit to an old graveyard, students could compare current life-expectancy tables and infant mortality rates with information gathered during the visit. Have students note the ages of women, men, and infants buried in the graveyard. What new patterns are appearing in the life-expectancy tables for men and women in the 1970s? What factors have led to these changes? It is advisable to discuss appropriate behaviour with the students and obtain permission of the owners of the site before visiting any graveyard.
- Labour-saving devices have led to considerable time savings in the home. Has this led to greater satisfaction in household duties for both men and women?
- Machines have reduced the need for great physical strength and endurance, medical science has lengthened the average life expectancy of both women and men today. 44 per cent of the adult female population of Ontario works outside the home. Have these factors led to greater equality in the work place?
- Is there still pressure on women to regard marriage and care of the home as their major, lifetime occupation, even when many have challenging and satisfying employment outside the home?

8 Women have often been encouraged to choose between marriage and a career.

- What myths surround the personality of the "career woman"? Are these attitudes changing? How?
- Why are there "career girls" but no "career boys"?
- Why has it been acceptable for men to have both a career and a marriage?
- Interview women who have combined marriage, parenting, and a career.

Resources

Books, Articles, Reports

Acton, J., Goldsmith, P., and Shepard, B., eds. *Women at Work, Ontario, 1850-1930*. Toronto: Canadian Women's Educational Press, 1974. Hard cover $12.50, soft cover $6.00.

Baker, Riand, and Merlin, J. *America's First Woman Astronomer: Maria Mitchell*. New York: Julian Messner, 1960. $3.50.

British Columbia, Ministry of Education. *Women's Studies: A Resource Guide for Teachers*. Vancouver: Ministry of Education, British Columbia, 1977.

Chadwick, Jean, Texmo, Dell, and Hughes, Karin. *This Is Our Work: Some Newfoundland Women Talk About Their Careers*. St. John's, Nfld.: Newfoundland Status of Women Council, 1975. $3.00.

Ehrenreich, B., and English, D. *Witches, Midwives and Nurses: A History of Women Healers*. 2nd ed. New York: The Feminist Press, 1972. $1.95.

Hacker, Carlotta. *The Indomitable Lady Doctors*. Toronto: Clarke, Irwin, 1974. $8.50.

Information Canada. *The Female Worker in Canada: Facts and Figures*. Ottawa: Information Canada, 1973. $.75.

Innis, Mary Quayle, ed. *The Clear Spirit: Twenty Canadian Women and Their Times*. Toronto: University of Toronto Press, 1966. Hard cover $12.50, soft cover $4.95.

MacEwan, Grant. *And Mighty Women Too: Stories of Notable Western Canadian Women*. Saskatoon: Western Producer Prairie Books, 1975. Hard cover $10.00, soft cover $5.00.

Mattfeld, J. A., and Van Aken, C. G., eds. *Women and the Scientific Professions*. Cambridge, Mass.: Massachusetts Institute of Technology Press, 1965. $3.95.

Medsger, Betty. *Women at Work*. New York: Sheed, Andrews & McMeel, 1975. Illus. Hard cover $14.95, soft cover $7.95.

Ontario, Ministry of Education. *Girls and Women in Society: Resource List*. Toronto: Ministry of Education, Ontario, 1976. Available free of charge.

Ray, Janet. *Emily Stowe*. Toronto: Fitzhenry & Whiteside, 1976. $1.95.

Splaver, Sarah. *Non-traditional Careers for Women*. New York: Julian Messner, 1973. $6.25.

Unesco. "Women in Science: A Man's World". *Impact of Science on Society* 25 (April-June 1975). $2.80.

Wilson, Mary Carol. *Marion Hilliard*. Toronto: Fitzhenry & Whiteside, 1976. $1.95.

"Women in the Future". *Futures* 7 (October 1975).

Films

National Film Board. *Projecting Women*.
A catalogue listing films about women and films made by women. Available free of charge from: The National Film Board, 1 Lombard Street, Toronto, Ontario, M5C 1J6.

No Time Like Now. Women's Bureau, Ministry of Labour, 1977. 16 mm, colour, 30 min. Available on loan free of charge.

Why Not Technology? Niagara College of Applied Arts and Technology, 1975. 16 mm, colour, 15 min. Distributed by Rhodes International. $175.00.

Women in the Environment. Ministry of the Environment, Ontario, 1975. 16 mm, colour, 26 min. Available from: The regional offices of the Ministry of the Environment in London, Stoney Creek, Toronto, Kingston, Sudbury, and Thunder Bay, Modern Talking Picture Service, and the Women's Bureau, Ministry of Labour.
A documentary look at women through the spectrum of environmental work. The women in the film include a biologist, a lawyer, an engineer, a microbiologist, a lab technician, and an acoustical engineer.

Videotapes

The Videotape Program Service (VIPS) makes taped copies of OECA programs and programs acquired from other sources available to educational institutions in the Province of Ontario for non-broadcast use.
Programs listed must be ordered on a VIPS order form available from:
VIPS Order Desk/OECA
P.O. Box 200, Station Q
Toronto, Ontario
M4T 2T1

Are You Listening Series. OECA.
In each program Martha Stuart talks with a group of people who are in some way connected with social change or social problems.
Women in Management. BPN 134901. Colour, 30 min. Expiry date: Aug. 31, 1980.
Women in Middle Management. BPN 134902. Colour, 30 min. Expiry date: Aug. 31, 1980.
Men Who Are Working With Women in Management. BPN 134903. Colour, 30 min. Expiry date: Aug. 31, 1980.

Women in Education Series. OECA.
Chalkdust. BPN 005300. Colour, 30 min. Unlimited.
This discussion program explores the question of whether women are second-class citizens in the Ontario educational system.
Options. BPN 119905. Colour, 30 min. Expiry date: Feb. 3, 1980.
A documentary look at women in educational administration.

Kits

Women in Canada. See Hear-Now! Library of Canadian History Series. Prentice-Hall of Canada, 1974. Filmstrips, cassettes, booklet. $63.30.

Pioneer Women

It may seem redundant to point out that the pioneers who struggled to develop Canada included both men and women. A glance at most texts covering this period of our history, however, reveals few references to the women who were integrally involved in this process.

Adolescents look for models to examine, actions to judge as they explore the question "Who am I?" The development of a positive self-concept in young men and women can be facilitated by studies that focus on the experiences of both women and men and their particular contributions to the development of their country.

This unit seeks to help redress the balance of content found in many history texts in order to show students that women were a vital part of pioneer Canada, that they worked alongside the men, and that their work was equally important. A study of these women can provide role models which will encourage students to expect equal participation and accomplishment from male and female students and adults.

Objectives

- To increase student understanding of the contribution of women throughout Canada's history.
- to increase the ability of students to evaluate and interpret evidence.
- to increase the ability of students to use their imagination to enter another time and place.
- to develop further the skills of research and communication.

Strategies

1. Questions such as the following can be used in the introductory discussion to identify student attitudes towards and knowledge about pioneer women in Canadian history.
- What is a pioneer?
- Why did pioneers come to Canada (religious conviction, settlement, free land, political freedom, riches, better life)?
- How did they come (hardships in travel – sickness, accidents, lack of food, weather, insects)?
- What kind of life did pioneer women and children lead (the day-to-day life of women in reference to the family, work, food, clearing the land, fashion, crafts, social interaction, accommodation, tools, furniture, health, art, education, family business)?
- Why were "bees" a necessary part of the life of the early pioneer?
- What effects did living on the frontier have on the quality of life of the people?
- How were the lives of Canadian pioneer women different from the lives of women in the old country?
- How did women react to pioneer life in Canada?

2. Have the students conduct a survey of history materials in the class to determine whether women are mentioned. Who is mentioned? Are the same individuals referred to in many different sources? How many times are women included in pictures? What are the women doing? What are the men doing? Are the women or the men in dominant positions in the pictures? Record and graph the information gathered.

This research could be done by individual students or by small groups. The resulting graphs should be interpreted by the whole class, and conclusions should be drawn. Questions such as the following might help give focus to the discussion and encourage further student analysis of the findings.
- Judging by the information you have graphed, how important were women in pioneer times?
- Does the evidence you gathered correspond to your own opinion of women in pioneer times?
- Do you consider the materials an inadequate representation of reality? If yes, why? If not, why not? What are some of the reasons behind an unrealistic representation?
- How can authors and publishers ensure that their books provide an accurate representation of male and female pioneers?

After the discussion, have students view the first part of *Women in Canada* or *The Visible Woman* and discuss their reactions to these interpretations of the roles of pioneer women.

3. Have students form groups to research and write a dialogue between
- Jeanne Mance and Maisonneuve,
- a Loyalist wife and husband who are planning to leave the United States to move to the Canadas (reasons for leaving and the preparation for the journey),
- a Ukrainian husband and wife who are preparing to leave the Ukraine for the Canadian West (late nineteenth century),
- a gold prospector about to leave San Francisco for the Klondike and a family member who prefers to stay at home.

In the dialogue the two characters should discuss what they propose to do, where they plan to go, what they expect to find, their fears and their hopes. Have students map their planned route.

4 Using a variety of films, pictures, photos, slides, and filmstrips, have the students discuss the impressions they are left with in regard to the work female pioneers did. Were certain activities relegated to male pioneers and others to female pioneers? Were there times when these division lines were crossed by both males and females? Why? Consider the following in your discussion:

- the life of the habitant as presented in Cornelius Krieghoff prints.
- the lifestyle of the people of Barkerville or Dawson City.
- the prairie farmer's first home.
- clearing the bush in Upper Canada.

Have individual students imagine that they are one of the following:

- a new settler from Ireland.
- a Ukrainian man or woman with three children heading for Manitoba.
- a young boy or girl heading for the Klondike in search of gold with his or her parents.

Have the students write first-person accounts of the trip (journal or log), incorporating the following aspects: the hardships of the journey; the country and people they encounter; the mode of travel used; their feelings – their fears and what they hoped to find.

5 Invite people who are skilled in the crafts of the pioneers to visit the class. Let them display their handicrafts, and let the students try their hand at some, e.g., quilting, rug-braiding, hooking of rugs, embroidery, tatting, crochet, bread-making, weaving. Teach students to churn butter or make ice cream.

- What do these activities tell us about a pioneer woman's work and her home?
- Why did the pioneers invent a gadget like the apple peeler?

6 Have a local resource person interested in antiques speak to the class. Ask the resource person and the students to bring some articles to the school. Have students explain and demonstrate the use of the articles they bring and discuss their importance to the pioneers. As a means of helping students enter another period of time, have them dress in pioneer costumes for the day. If possible, students could make their own costumes, using some pioneer techniques for tying or securing. Such an activity would give students a better idea of the amount of labour involved in the creation of early forms of clothing and tools (see Ministry of Education, Ontario, *Curriculum Ideas for Teachers: The Local Community*).

7 Incorporate drama into the study by having students produce a play called *The King's Daughters*. In the play, include the following:

- Marguerite Bourgeoys interviewing the candidates.
- the King bidding them adieu.
- life on the ship.
- the arrival at Quebec.
- the bachelors choosing brides.

8 Take your class on a field trip to a local pioneer village. (Two of the better-known ones are: Upper Canada Village, St. Lawrence Parks Commission, Morrisburg, Ontario, and Black Creek Pioneer Village, Jane St. and Steeles Ave. West, Toronto.) Plan the trip so that the students have an opportunity to see the carding of wool and flax, dying, weaving, and quilt-, rug-, and soap-making.

9 Read a brief section from Susanna Moodie's *Roughing It in the Bush* and a section from *The Backwoods of Canada*, written by her sister, Catherine Parr Traill. Have the students compare the two views of life in Canada.

10 Have students write a diary for a week about their life as a:

- habitant wife.
- Loyalist wife.
- female saloon-keeper in Barkerville.

11 Students could begin their study of individual women by reviewing the personalities that they have identified thus far and selecting one for study. After one period of research, the students should start to pose a few questions as a means of directing their research. What are the accomplishments, the failures, the hopes, the fears of this person? Why is this person remembered? Does the average textbook present a realistic portrayal of this person?

Another form of reporting could focus on the following questions which involve clarifying values:

- What is there in the life of the woman you have chosen that interests you?
- Are there ways in which your life is similar to hers?
- For what things do you admire her most?
- Do you know other adults who have these qualities?
- What exactly did she achieve?
- Were her goals or aims anything like some of the ones you have imagined for yourself?
- What difficulties did she have to overcome to achieve her goals?
- In what ways was she weak?
- How did her weak points affect her life?
- In what areas does her life seem less fulfilled or satisfying?
- How did her friends feel about her?
- How important were their feelings to her?
- How was she influenced by her friends' feelings?
- Where did she display her greatest courage?
- Where did she display her greatest wisdom?
- Where did she make her greatest contribution?
- Who benefited from this contribution?
- What values motivated her throughout her life? Did these ever change?
- Do you have certain values that influence your behaviour? Why are they important to you?

Landing of the Girls Sent Out as Brides in 1660 at Quebec
by Arthur E. Elias
(Public Archives of Canada)

Anna Jameson (1794-1860), author of Winter Studies and Summer Rambles in Canada
(From the lithograph by R. J. Lane after the painting by H.P. Briggs, RA)

Church window, Ste-Anne-de-Beaupré, Quebec

Sophia MacNab, author of Diary of Sophia MacNab, *at about age 6, c. 1839*
(Hamilton Historical Board)

12 The unit on pioneer women would lend itself readily to an interdisciplinary study involving history, literature, geography, and family studies. As students become increasingly involved in the study, they will be able to identify other possibilities involving art, crafts, music, dance, television and film production, puppetry, pioneer newspapers, and so forth.

13 The unit on pioneer women has another possible interpretation. Introduce the question "Who are, or were, the Canadian woman pioneers in aviation, medicine, art, politics, astronomy?" Ask each student to identify one such woman of interest to him or her and consider the following questions. What is there about the life of this woman that most interests you? For what reason do you admire her most? Have you known other persons like her? Would she have made a good parent for you? Was she a good parent? What forces in life did she attempt to shape? What help did she seek and how did she use that help? Who or what was this person's major obstacle? How did she deal with this obstacle? Were there any other alternatives open to her? Did she have to make sacrifices? What would you have done? Are there any human obstacles in your life? How do you live with these? What leisure activities did this person engage in which appeal to you? How can you get started in some of these activities? Were there some things this person might have done to make her life richer and fuller?

14 Encourage each student to write about himself or herself as a possible modern pioneer. "How can I be a pioneer of the twentieth century?"

Synthesizing Discussion

Provide students with a photograph depicting some aspect of the life of pioneer women. Have the students analyse the information conveyed by the photograph and the kinds of questions it raises. After this preliminary analysis and discussion, have students discuss whether or not their perception of the roles and experience of pioneer women has changed.

Resources

Books, Articles, Reports

Anderson, W. A. *Angel of Hudson Bay*. Toronto: Clarke, Irwin, 1961. $1.95.

Andrews, Elizabeth. *Ellen Elliott: A Pioneer*. Ginn Studies in Canadian History. Toronto: Ginn, 1972. Set of five $5.50.

Armstrong, Audrey. *Harness in the Parlour: A Book of Early Canadian Fact and Folklore*. Toronto: Musson Book Company, 1974. $4.95.

Atwood, Margaret. *The Journals of Susanna Moodie*. Toronto: Oxford University Press, 1970. $2.25.

Bannerman, J. M. *Leading Ladies: Canada*. Rev. ed. Belleville, Ont.: Mika Publishing, 1977. $20.00.

Bassett, J. *Elizabeth Simcoe*. The Canadians Series. Toronto: Fitzhenry & Whiteside, 1974. Set of five $8.95.

Bassett, J. M., and Petrie, A. R. *Laura Secord*. The Canadians Series. Toronto: Fitzhenry & Whiteside, 1974. Set of five $8.95, $1.75 each.

Benham, Leslie, and Benham, Lois. *Heroine of Long Point*. Toronto: Macmillan, 1963. $3.95.

Berton, Laura B. *I Married the Klondike*. Toronto: McClelland and Stewart, 1972. $3.95.

Borins, E. H. *New France: Canada in the Days of New France*. Canadian History Program. Toronto: Collier Macmillan, 1971. Trade $1.95, text $1.90.

Brett, K. B. *Women's Costume in Early Ontario*. Royal Ontario Museum Series. Toronto: University of Toronto Press, 1965.

_____. *Women's Costume in Ontario, 1867-1907*. Royal Ontario Museum Series. Toronto: University of Toronto Press, 1966.

British Columbia, Ministry of Education. *Women's Studies: A Resource Guide for Teachers*. Vancouver: Ministry of Education, British Columbia, 1977.

Cook, S., and Watson, P. *Life in New France*. Nelson Canadian Studies Series. Toronto: Thomas Nelson, 1973. $1.75.

Davitt, P., French, C., Hollibaugh, M., and Lebowitz, Todd B. *Never Done: Three Centuries of Women's Work in Canada*. Toronto: Canadian Women's Educational Press, 1974. $3.75.

Forman, J. *Westward to Canaan*. Toronto: Holt, Rinehart and Winston, 1972. $1.75.

Fregault, G. *Canadian Society in the French Regime*. 7th ed. Toronto: Canadian Historical Association, 1971. $.50.

Ganzevoort, H. *A Dutch Homesteader on the Prairies: The Letters of Willem de Gelder, 1910-1913*. The Social History of Canada. Toronto: University of Toronto Press, 1973. Hard cover $8.50, soft cover $2.95.

Gilbert, J. *Builders of the West*. Toronto: Collier Macmillan, 1971. Trade $1.95, text $1.50.

Goudie, E. *Woman of Labrador*. Toronto: Peter Martin Associates, 1973. Hard cover $10.00, soft cover $4.05.

Women haying, Manitoba, 1916
(Provincial Archives of Manitoba)

Polish immigrant family, Manitoba, 1930
(Public Archives of Canada)

Women in the fields, Manitoba, 1917
(Provincial Archives of Manitoba)

Immigrant mother and children, Manitoba, c 1907
(Provincial Archives of Manitoba)

Grayson, L. M., and Grayson, J. Paul. *Paddles and Wheels*. Toronto: Oxford University Press, 1974. $3.95.

Hardwick, F. G. *To the Promised Land: Contributions of Ukrainians to Canadian Society*. Canadian Culture Series. Vancouver: Tantalus Research, 1973. $2.50.

Innis, Mary Quayle, ed. *The Clear Spirit: Twenty Canadian Women and Their Times*. Toronto: University of Toronto Press, 1966. Hard cover $12.50, soft cover $4.95.

Jameson, Anna. *Winter Studies and Summer Rambles in Canada*. Reprint. Toronto: Coles Publishing, 1972.

Johnston, Jean. *Wilderness Women: Canada's Forgotten History*. Toronto: Peter Martin Associates, 1974. Hard cover $10.00, soft cover $4.95.

Langton, H. H., ed. *A Gentlewoman in Upper Canada: The Journals of Anne Langton*. Toronto: Clarke, Irwin, 1950. $2.25.

MacEwan, Grant. *And Mighty Women Too: Stories of Notable Western Canadian Women*. Saskatoon: Western Producer Prairie Books, 1975. Hard cover $10.00, soft cover $5.00.

McClung, M. G. *Women in Canadian Literature*. Women in Canadian Life. Toronto: Fitzhenry & Whiteside, 1977. $4.95.

McLaughlin, F. *First Lady of Upper Canada*. Toronto: Burns and MacEachern, 1973. $1.75.

Moodie, Susanna. *Roughing It in the Bush*. Toronto: McClelland and Stewart, 1962. $1.95.

Montero, Gloria. *Immigrant Women*. Toronto: James Lorimer, 1977. $12.95.

Neering, Rosemary. *The Fur Trade*. Growth of a Nation. Toronto: Fitzhenry & Whiteside, 1974. $2.20.

_____. *Settlement of the West*. Growth of a Nation. Toronto: Fitzhenry & Whiteside, 1974. $2.20.

Nevin, E. *The Extraordinary Adventures of Chee Chee McNerney*. Englewood Cliffs, N.J.: Scholastic Book Service, 1973. $.95.

Ontario. Ministry of Education. *Girls and Women in Society: Resource List*. Toronto: Ministry of Education, Ontario, 1976. Available free of charge.

Radley-Walters, M. R., and Watson, P. *Canada: Land of Immigrants*. Nelson Canadian Studies Series. Toronto: Thomas Nelson, 1973. $1.75.

Rasmussen, Lorna, Savage, Candace, and Wheeler, Anne. *A Harvest Yet to Reap: A History of Prairie Women*. Toronto: Canadian Women's Educational Press, 1976. Hard cover $20.00, soft cover $8.95.

Robertson, R. W., ed. *New Homes in a New Land: The Settlement of the West*. Toronto: Burns and MacEachern, 1970. $1.75.

Saywell, J. T., and Ricker, J. C. *A Picture Study of the Settlement of the West*. Toronto: Burns and MacEachern, 1967. $4.75.

Scott, J. *The Trek of the Overlanders*. Toronto: Burns and MacEachern, 1968. $1.00.

Smith, D. C. *Seigneury at Longueuil*. Ginn Studies in Canadian History. Toronto: Ginn, 1971. Set of five $6.25.

Spencer, Audrey. *Spinning and Weaving at Upper Canada Village*. Toronto: McGraw-Hill Ryerson, 1964. Trade $2.50, text $1.25.

Strong-Boag, Veronica. "Cousin Cinderella." In *Women in Canada*, rev. ed., pp. 245-74. Edited by Marylee Stephenson. Toronto: General Publishing Co., 1977. $8.95. This teacher resource is a guide to historical literature on Canadian women.

Sutherland, N. *When Grandma and Grandpa Were Kids*. Toronto: Gage, 1970. $1.80, teacher's guide $.95.

Tiry, L., ed. *Your Loving Anna: Letters from the Ontario Frontier*. Toronto: University of Toronto Press, 1972. Hard cover $7.50, soft cover $2.95.

Traill, C. P. *A Canadian Settler's Guide*. Toronto: McClelland and Stewart, 1969. $2.95.

_____. *The Backwoods of Canada*. Toronto: McClelland and Stewart, 1966. $1.75.

Wilson, K. *Life at Red River 1830-1860*. Ginn Studies in Canadian History. Toronto: Ginn, 1971. Set of five $6.25.

Zaremba, E., ed. *Privilege of Sex: A Century of Canadian Women*. Toronto: House of Anansi, 1974. Hard cover $8.50, soft cover $3.50.

Films

City of Gold: The Klondike Gold Rush. National Film Board, 1957. 16 mm, b/w, 15 min. $105.00

Great Grand Mother. National Film Board, 1975. 16 mm, b/w, 25 min. $300.00
Archival pictures, old film, and recent interviews are used to portray the role of women in the Prairies from 1900 to 1930.

The Journals of Susanna Moodie: Poems by Margaret Atwood. Universal Education and Visual Arts, 1972. 16 mm, b/w, 15 min. Distributed by Can Film Media.
A dramatic interpretation of Margaret Atwood's poems on the life of Mrs. Moodie.

The Visible Woman. Federation of Women Teachers' Associations of Ontario, 1975. Directed by Beryl Fox. 16 mm, colour, 30 min. Distributed by the Federation of Women Teachers' Associations of Ontario and Marlin Motion Pictures. $375.00
The history of women's rights in Canada from 1860 to 1975, this film may be borrowed from the Federation of Women Teachers' Associations, free of charge. It may be purchased from Marlin Motion Pictures (see list of distributors, pp. 84-86) for the price quoted above.

Filmstrips

Early Pioneer Life in Upper Canada. National Film Board, 1967. Distributed by Visual Education Centre. $8.00.

The Habitant and His Land in the Eighteenth Century. National Film Board, 1965. Distributed by Visual Education Centre. $8.00.

The Habitants. National Film Board, 1963. Distributed by Visual Education Centre. $8.00.

The Pioneer Community. National Film Board, 1966. Distributed by Visual Education Centre. $8.00.

Pioneer Homes and Schools (Eastern Canada). National Film Board, 1957. Distributed by Visual Education Centre. $8.00.

Film Loops

Churning. National Film Board, 1966. 8 mm, colour, 4 min. Distributed by Visual Education Centre. $24.00.

Flax to Linen. National Film Board, 1969. 8 mm, colour, 4 min. Distributed by Visual Education Centre. $24.00.

Spinning. National Film Board, 1966. 8 mm, colour, 4 min. Distributed by Visual Education Centre. $24.00.

Slides

Pioneer Skills. Parts 1 and 2. National Film Board, 1966. Colour. Distributed by Visual Education Centre. $8.00 each.

The Story of New France. National Film Board, 1965. Distributed by Visual Education Centre. $8.00.

Audiotapes

Marguerite Bourgeoys and Emily Stowe. Colourful Canadians. OECA, BPN 502501. 30 min. Unlimited.
This audiotape examines the roles played by two women in Canadian history. Marguerite Bourgeoys, the "Mother of Montreal", and Emily Stowe, the first woman doctor in Canada and a pioneer in the women's rights movement.

Kits

Beyond the Big Three. University Women's Club, Oakville, Ontario, 1976. Six booklets *(Who Says?, Marriage And Or?, Considerate, Women Today, Women Yesterday, Teacher's Guide)* and a game ("The Marriage Game"). $17.00. (Available from: Mrs. B. Rysdale, 467 Tipperton Cres., Oakville, Ontario, L6L 5E1.)

Famous Women of the West. Multi-Media Productions. Filmstrip and audio cassette. Distributed by Visual Education Centre. $16.00.

Life in New France: The King's Daughters. Edu-Media, 1965. Filmstrip and audio cassette. $6.95 (cassette only).

Pioneer Girl. N.C. Multimedia Corporation, 1977. Filmstrip and audio cassette. $35.00
The true story of Maryanne Caswell's journey from Palmerston, Ontario, to Clark's Crossing, Saskatchewan, in 1887.

Women in Canada. See Hear Now! Library of Canadian History Series. Prentice-Hall of Canada, 1974. Filmstrips, cassettes, booklet. $63.30.

Philatelic Study

A study of stamps, focusing on an analysis of the portrayal of women and girls and men and boys, can enable students to draw conclusions about national attitudes towards the achievements of males and females and the values that govern these attitudes.

The class might include stamp collectors and other students who already have a keen interest in philately. For this reason, this unit, or sections of it, can be used for independent study and individual projects.

Objectives

- To develop student awareness of differing national attitudes to individual achievement, male and female.
- to become aware of the symbols that reflect national value systems.

Strategies

1 Have students collect and bring stamps from different countries. Analyse the stamps that show men and/or women. Information can be recorded on a graph giving data such as *number* of individuals shown, *sex* of individuals, *activity* depicted, *size* of stamp, *value* at time of issue, *date* of issue, *nation* of origin, etc. Have students draw general conclusions about the following, using the information gathered.

- the esteem in which men and women are held.
- the activities that are considered important.
- the relationship between the value of the stamp and the persons portrayed.
- the visibility of women and of men.
- evidence of the changing roles of men and women.
- the similarities and differences that emerge when Canadian stamps are compared to those from other nations.

2 Have students look at a number of Canadian stamps and consider the following questions.

- Who were the first men/women to appear on Canadian stamps? When were these stamps designed? Why?
- Who were the first citizens or other people to appear on Canadian stamps? When were these stamps designed? Why?
- If you were from another country, what conclusions could you draw concerning Canadian society by studying these stamps? Would this be an accurate view of our society – in any period in the past? Today? What are the implications for a study of stamps from other countries?
- Do the stamps published over the past five years accurately reflect the roles men and women and boys and girls play in our society?

3 Make up a chart to include the following information about Olympic stamps: year, activity, male/female, nation, price, size. Have students consider the following questions.

- What conclusions can be drawn about the Olympic competitions?
- Do these coincide with the reality of the Olympic events?
- Which nations produced a large number of Olympic stamps? Why?
- What attitudes towards male and female athletes are portrayed on the stamps? Are they consistent with your research findings?
- Have stamps changed over the years? Why?

4 Packages of stamps that represent artistic masterpieces are readily available. Have students analyse the stamps through the following questions.

- In what ways are men and women portrayed similarly and differently in these paintings?
- What percentage of the stamps uses art created by women?
- What is the male/female ratio in the stamps?
- Do men and women from different cultures have similar or different roles?
- Do the paintings present a realistic portrayal of men and women?

5 Have the students design and produce a series of stamps that could be commissioned by the Canadian post office.

Synthesizing Discussion

Give students a number of stamps from one country or event (Olympics) which portray both males and females. Have the students analyse the data presented on the stamps and discuss whether or not they present a realistic image of the roles played by men and women in the particular nation and period of history or event concerned.

Resources

Any of the following could be used for both individual and group projects.

- the stamp column in the local newspaper.
- philatelic service provided by the Canadian post office.
- collections of stamps available on the market.
- student stamp collections.

See also

Cochrane, J., Hoffman A., and Kincaid, P. *Women in Canadian Life: Sports*. Chapter 9 "The Image Effect". pp. 85-95. Toronto: Fitzhenry & Whiteside, 1977. $2.95.

A study of images and symbols can heighten students' awareness of society's attitudes towards men and women

Family Relationships

The aim of this unit is to give students, both female and male, opportunities to look at a variety of traditional and evolving family patterns found in our society and to consider the implications and values involved in each for men and women.

Students should understand that family relationships are in a state of change and evolution. They need opportunities to investigate and consider, both objectively and subjectively, the changes and alternatives, and thus prepare themselves for the responsibility of making their own decisions.

Objectives

- To compare and contrast family patterns and child-rearing practices;
- to examine some beliefs regarding female and male roles within a family;
- to examine the impact of the media with respect to roles and relationships within differing family patterns;
- to examine the effect of social and technological changes on family relationships.

Strategies

1. The purpose of this exercise is to identify the role of parents within a traditional family structure.

Have students interview members of families that they know in the community to identify general characteristics. Students should decide beforehand who they will interview – all adults, all children, the two separately or in groups. Students might consider the following as they prepare their interview questions:

- Is authority vested in fathers and elder sons, in mothers, or is it shared?
- How is household labour divided? (Is it divided into "women's work", "men's work", "children's work", or do individuals work according to skills, time, and interests?) Why? Does the division of labour differ significantly when the woman works outside the home? Are there jobs that men won't do and others that women won't do? Are there some that one sex won't let the other do? Do the adults and children consider the division of labour to be fair?
- How do the female and male members contribute to the economics of the family? What are the attitudes of women, men, and children to women, and particularly to mothers working outside the home?
- What religious and/or cultural values have influenced the concepts of marriage, motherhood, and fatherhood and the expectations of what children should be or should do?
- How are the women of the family generally regarded by the men of the family? By themselves? How are the men of the family generally regarded by the women? By themselves?
- In what outside activities – other than those related to family or church – do wives and mothers participate?
- How are divorced, separated, and single men and women viewed by the community at large? By themselves? By the opposite sex?
- What differences are there in the behaviour expectations for boys and girls? Why?
- What are the advantages and disadvantages of traditional family relationships (permanence, security, sense of belonging, fidelity, responsibility)?
- What are the expectations of parents? For themselves? For their children? Of the community?

Once students have decided on a method of organizing the information gathered, have them identify the variety of expectations and opportunities that exist in different family groupings. Discuss the values involved and the reasons for any changes.

2. An increasing number of women are embarking on careers outside the home because they prefer this lifestyle, or because of a need to contribute to the family income, or because they are the sole support of a family. On the other hand, many women choose to remain in the home. Any study of the role of men and women in today's society that neglects this traditional role of housewife or homemaker could have an undesirable effect. Such an omission could work against the aim of encouraging students to consider the variety of choices available, including a career as a full-time homemaker. This study can also lead to a discussion of the role a man plays as a parent and homemaker.

3. Ask each student to write down five adjectives that, in his or her opinion, describe "feminine" qualities and another five that describe "masculine" qualities. Have the students share their lists in order to identify the most commonly held perceptions in each category. Is there any difference between the lists of male and female students?

In all likelihood, adjectives such as "independent", "assertive", "decisive", and "competitive" will feature prominently in the lists describing masculine qualities. Adjectives such as "passive" or "dependent", "gentle", "dainty", and "emotional" will predominate in the lists relating to feminine qualities. These discernible trends will provide the opportunity to explore such areas as the restrictions imposed on males in our culture – for instance, the code that demands that they refrain from displays of emotion or weakness. Women, on the other hand, have tended to downplay aggressive qualities in order to conform to the expectations of the opposite sex. Exploring these areas and the factors that have led women to prepare themselves for marriage first and a career second can help students to examine their feelings about their roles and future lifestyles.

(Experience '77, Ministry of Education, Ontario, and Toronto Board of Education)

A variety of traditional and evolving family patterns exist in our society

4 The purpose of this exercise is to analyse the family as presented through the mass media.

a) Students can view specific television programs to discover:

- the proportion of female to male characters.
- the tasks assigned to female and male characters.
- the attributes of the main female and male characters.
- the feelings exhibited by the main female and male characters.

This can be followed by a discussion centred around the following questions:

- Are the important decisions within the plot made by female or male characters?
- Which characters are required to play the less significant parts?
- Judging by your personal experience of family life, is the family portrayed realistically?
- What are the characteristics of the "good" parent?
- What family patterns are portrayed (an economic unit such as the Partridge family, a traditional, patriarchal family such as the Waltons)?

b) Select a discussion topic such as "Should mothers work outside the home?" and have students role-play:

- the wife of an unemployed man.
- a woman who believes that staying home is the duty of a good mother.
- a woman who does not have to work outside her home but likes part-time work occasionally.
- the child of a working mother.
- a man who feels resentful because he feels that some women are holding down "men's jobs".
- a woman who stays home because both she and her husband prefer it that way.
- a babysitter who would be out of work if some mothers did not go out to work.
- a single-parent mother.
- an employer who prefers female workers.
- a woman who chooses to remain single and concentrate on a career.
- a couple who choose to remain childless.
- a husband who chooses to run the home while his wife works.

Student preparation can include research (articles in newspapers, magazines), discussions with family and friends, and, if possible, reading research reports on related topics.

5 A case-study approach to alternative family patterns (e.g., communal family, single-parent family, family resulting from remarriage, childless marriage, family where the wife works while the husband is studying or where the husband is the homemaker) can facilitate the exploration of issues relating to membership in a family: roles, conflict, feeling and emotions, attitudes and values, decision-making, division of tasks, responsibilities, needs and expectations, parenting, friendships and pressures, and change as it affects every member of the family.

Students could consider the following questions:

- Why do we never question the fact that most fathers work outside the home?
- Why do most people accept the idea that a man can have a job and still be a good father?
- Do some fathers want to keep house and look after their children while their wives go out to work? Might husbands and wives take turns working at home and outside the home?
- What are some of the elements of good parenting?
- What is "a family"?
- Discuss the following statement:

> **Most men would rejoice if women came to play their full role in a thousand problems ... where we need to bring together our full intelligence and social knowledge, our full biological and emotional understanding, and our human values to create the new institutions which we will need to keep us fully sane and fully human in that new world ahead. It would liberate the men as well as the women, and the old people and children too, not into the liberation of isolation, but into the liberation of full and equal relationships.[1]**

- Would the institution of marriage change if the present socialized sex roles were to disappear?
- In general, what would be the impact on the economy and on family life if men and women were assured absolute equality in the job market?

Resources

Books, Articles, Reports

Aaron, Dorothy. *About Face: Towards a Positive Image of Women in Advertising*. Toronto: Ontario Status of Women Council, 1975. Available free of charge.

Anderson, Margaret, ed. *Mother Was Not a Person*. Montreal: Black Rose Books, 1973. $3.95.

British Columbia. Ministry of Education. *Women's Studies: A Resource Guide for Teachers*. Vancouver: Ministry of Education, British Columbia, 1977.

Carlson, Dale. *Girls Are Equal Too*. New York: Atheneum, 1973. $6.95.

Cuber, John F., John, Martha Tyler, and Thompson, Kenrick S. "Should Traditional Sex Modes and Values Be Changed?" In *Controversial Issues in the Social Studies: A Contemporary Perspective*, pp. 87-121. Edited by Raymond H. Muessig. Washington, D.C.: National Council for the Social Studies, 1975. $8.95.

Miles, Bett. *Channeling Children: Sex Stereotyping on Prime-Time T.V.* Princeton, N.J.: Women on Words and Images, 1975. $2.50.

1. John Platt, "Women's Roles and the Great World Transformation," *Futures* 7 (October 1975): p. 427.

Nunes, Maxine, and White, Deanna *The Lace Ghetto* New Woman Series Toronto New Press, 1972 Hard cover $8 95, soft cover $4 95

O'Fahey, Carey Batz, and Gelsome, Patrick *Deciding How to Live as Society's Children* Evanston, Ill McDougal, Littell, 1974 $6 95

Ontario, Ministry of Labour *The Marriage Game* Toronto Women's Bureau, Ministry of Labour, Ontario Available free of charge

Queen, Stuart A , and Habenstein, Robert W *The Family in Various Cultures* Toronto J P Lippincott, 1967 $3 50

Royal Commission on the Status of Women in Canada *Report of the Royal Commission on the Status of Women in Canada* Ottawa Information Canada, 1970 $4 50

Stephenson, Marylee, ed *Women in Canada* Rev ed Toronto General Publishing Co , 1977 $8 95

Films

Being a Woman Series Learning Corporation of America, 1975 Distributed by Marlin Motion Pictures

Am I Wife, Mother ... or Me? 16 mm, colour, 30 min $415 00
A young woman searches for her identity

Do I Really Want a Child? 16 mm, colour, 30 min $415 00
A couple in their forties deal with this question

Does Anybody Need Me Anymore? 16 mm, colour, 30 min $415 00
A woman whose children have grown up seeks personal fulfilment

Men's Lives New Day Films, 1975 16 mm, colour, 45 min Distributed by Marlin Motion Pictures $550 00

Working Mothers Series National Film Board, 1974
A series of films about working mothers and the problems they encounter at home and on the job, developed as part of the Challenge for Change Program Films should be previewed to ensure suitability for the students concerned

Would I Ever Like to Work 16 mm, colour, 9 min $85 00

They Appreciate You More 16 mm, colour, 15 min $175 00

Mothers Are People 16 mm, colour, 8 min $85 00

Tiger on a Tight Leash 16 mm, colour, 8 min $85 00

Like the Trees 16 mm, colour, 15 min $175 00

Extensions of the Family 16 mm, colour, 13 min $175 00

Luckily I Need Little Sleep 16 mm, colour, 8 min $85 00

Our Dear Sisters 16 mm, colour, 15 min $175 00

And They Lived Happily Ever After 16 mm, colour, 15 min $175 00

The Spring and Fall of Nina Polanski 16 mm, colour, 6 min $60 00

Videotapes

Are You Listening Series OECA
In each program Martha Stuart talks with a group of people who are in some way connected with social change or social problems

Women BPN 134904 Colour, 30 min Expiry date Aug 31, 1980

Couples Who Are Sharing Responsibilities BPN 134905 Colour, 30 min Expiry date Aug 31, 1980

Coping With a Changing Family OECA, BPN 148421 Colour, 60 min Expiry date Sept 13, 1981
A discussion program in which a group of teenagers and adults and special guest Maryon Kantaroff, the sculptor, talk about the changing family

Man Woman/Woman Man Avec Angèle OECA, BPN 111602 Colour, 60 min Expiry date Jan 4, 1979
Through music and commentary, Angèle Arsenault examines the changing roles of men and women

Women of Ontario Series OECA
Originally produced as a series of five-minute programs, this series has been assembled into three parts for convenient distribution

Women of Ontario, Part 1 BPN 135014 Colour, 20 min Unlimited

- Arinda Duarte (Toronto) Arinda, a Portuguese new Canadian, talks about the importance of learning the language and getting involved with the people in a new country
- Fay Taylor (Toronto) Fay, Manager of Medius Communications, Ontario region, talks about women in the business world and the difficulties of being a single parent
- Marlene Preiss (Toronto) Marlene, Regional Director of the Institute of Canadian Bankers, talks about the importance of continuing education and the need for women to formulate career plans
- Marie Shorten (Oshawa) Marie, a feminist who works at General Motors in Oshawa, talks about her personal interpretation of social conscience – independence combined with involvement and concern for other people

Women of Ontario, Part 2 BPN 135015 Colour, 20 min Unlimited

- Patricia Brush (Blenheim) Pat Brush, a parent support worker with the Ministry of Community and Social Services, talks about her job, her family, and her decision to marry
- Toni Mailloux (Windsor) Toni, housewife and nurse, talks about being a parent volunteer, running for the school board, and her own need to be involved
- Gayle Turner (Chatham) Gayle, single mother of three, talks about being on Mother's Allowance and her joy at being given the opportunity to continue her education and acquire a skill that she will be able to use in the future
- Donna Gamble (Windsor) Donna, community activist, citizen's advocate, Consumer Help Officer, talks about her involvement with citizen's organizations and government agencies

Women of Ontario, Part 3 BPN 135016 Colour, 25 min Unlimited

- Patricia Shaw (Lambeth) Pat Shaw, Supervisor of Homemakers for the Red Cross in London, Ontario, talks about responsibilities in marriage, about women as providers, and about her own search for identity
- Jeannette Wilhelm (Cambridge) Jeannette, administrator for Teperman's, gives her opinions on the women's movement and talks about the need for women to support each other more in their efforts to effect changes
- Helen Schneider (Paris) Helen, a family life educator, talks about commitment in marriage and the happiness and satisfaction she has found in her own second marriage
- Sally Richardson (Galt) Sally, wife, mother, entrepreneur, talks about how she set up her own business while managing a home and looking after a young child
- Pamela Sims (London) Pamela, a graduate student in English, separated and with two teenage sons to look after, tells of the empathy and support she has received from other women since leaving her traditional marriage

Kits

Beyond the Big Three University Women's Club, Oakville, Ontario, 1976 Six booklets *(Who Says?, Marriage And Or?, Considerate, Women Today, Women Yesterday, Teacher's Guide)* and a game ("The Marriage Game") $17 00 (Available from Mrs B Rysdale, 467 Tipperton Cres, Oakville, Ontario, L6L 5E1)

The Women's Kit Ontario Institute for Studies in Education, 1974 Filmstrips, slides, cassettes, records, photos, posters, newspaper clippings, booklets $59 50
An unstructured multimedia kit by women, about women, and for women of all ages Contains material on well-known Canadian women, women and the marriage contract, women's suffrage, women in other cultures, women today

Women's Studies A Multimedia Approach Centennial College of Applied Arts and Technology and OECA, 1978 Videotapes and workbooks
The package consists of 60 videotapes, organized by three main themes, and three workbooks that contain program descriptions, discussion topics, and related resource materials, making the package a comprehensive teaching tool

Most of the videotapes are 30 minutes in length and require at least one hour of discussion

The topics of the three workbooks are

- *Human Relationships The Myth and the Reality* This workbook is concerned with such issues as friendship between men and women, new forms of role-sharing in the family, and the abortion controversy
- *Current Roles of Women* This workbook looks at women's current position in relation to work, education, and their personal lives
- *Profiles of Woman* This workbook is divided into three parts women in Canada, past and present, women of the world, and women in history

The resource material that has been added to each package in the form of books, articles, and films will help support the central thesis of the tapes

Inquiries should be addressed to Utilization, OECA, P O Box 200, Station Q, Toronto, Ontario, M4J 2T1

Women, Sport, and Canadian Society

Participation in various sports allows individuals to engage in activities that provide enjoyment and, at the same time improve or maintain physical fitness. This unit provides a means of studying the relationship between changing social attitudes and female participation in sports. As appropriate facilities are needed for many sports activities, the unit also provides suggestions for the assessment of sports facilities in the student's own community. Though this unit places emphasis on the female experience, it can be adapted for a similar study of the male experience.

Objectives

- To increase student understanding of the relationship between attitudes prevalent in society and the participation of individuals in sports.
- to provide students with opportunities to examine the availability of sports facilities in their communities.
- to increase student awareness of the achievements of Canadian athletes.

Historical Overview

Since the 1928 Olympics, women's involvement has been increasing in a wide range of athletic endeavours. However, the status of the female athlete is still a subject of controversy. The still prevalent negative social attitudes require the female athlete to possess individual strengths that enable her to withstand the many pressures to which she is likely to be subjected. For example, she may expect to be labelled "unfeminine" and, by implication, a person who scorns society's norms and expectations.

Regrettably, the international governing bodies of sport have helped to perpetuate one myth: that some of those girls out there aren't quite girls. And their solution to this problem is the sex test. Every competitor must submit herself to this test.[1]

The fact that male athletes are not required to take a similar test to prove that they are genetically male only serves to underline the significance of the "sex test" for females. The attitudes implicit in this regulation have a long history.

For the gentlewomen of the early part of the nineteenth century, exercise was deemed socially unacceptable. The early colonists brought with them some of the Puritan and Victorian definitions of a "lady". "Lack of strength and inability to do physical tasks indicated the status of gentility."[2] The working-class woman, on the other hand, survived by the sweat of her brow; hard work and financial hardship left her without the energy or the leisure time to indulge in athletic pastimes.

In the latter half of the nineteenth century, the increased opportunities in education and the availability of a wider range of activities because of increased technology led to certain changes in attitude towards women's participation in athletic activities. However, the kinds of activities available to women were still very much in keeping with the traditional concept of femininity – croquet, skating, fencing, and lawn tennis. These activities, requiring both leisure time and access to special equipment and facilities, were pursued almost exclusively by women of the upper classes. Two other requirements characterized female activities of this era: they had to be performed gracefully and without the kind of exertion that caused sweating. In other words, although a degree of freedom was attained, the feminine image of the time was protected.

By the end of the century, cycling became very fashionable ... and this led to the "emancipation" from the cumbrous dress of the period and an acceptance of the idea that women had ankles and could wear a bifurcated skirt (bloomers) in public.[3]

In the early part of the twentieth century, basketball became popular and was one of the first team sports played by women at a competitive level. The famous Edmonton Grads, launched as a team in 1915, were the national title-holders from 1915 to 1940. Women's ice hockey teams existed as early as 1900 and, in the 1930s, national hockey championships were held.[4]

On the social front, however, these years were not without argument over the values and practices of competition – the loss of femininity, the weakness of the female physique, and the dangers of the exploitation of women in sport. The concept of "masculinity" associated with women involved in sports emerged and has continued to be a central issue over the years.

A female who persists in her athletic interests, despite the handicaps and discouragement, is not likely to be congratulated on her sporting desire or grit. She is more apt to be subjected to social and psychological pressure, the effect of which is to cast doubt on her morals, sanity and womanhood.[5]

The lack of social acceptability over the years has had negative effects on the availability of facilities and funds for women in sports. In considering the issue of social acceptance, however, it should be noted that the female athlete today has wider approval than her predecessors. The changing role of women has influenced the degree and type of participation, a factor that has resulted in increasing demands for money and facilities. These demands are viewed by many as a threat to the existing

1. Abby Hoffman, "Running for Gold", *Maclean's*, February 1975, p. 31.
2. Ellen Gerber, "The Changing Female Image: A Brief Commentary on Sport Competition for Women", *Journal of Health, Physical Education and Recreation*, October 1971, p. 59.
3. Ibid.
4. Henry H. Roxborough, *Great Days in Canadian Sports* (Toronto: Ryerson Press, 1957), pp. 132-39.
5. Bill Gilbert and Nancy Williamson, "Sports Is Unfair to Women", *Sports Illustrated* 38 (June 4, 1973), p. 88.

structure of male sports, because, available resources being limited, funds allocated to women's sports would have to be "taken away" from those previously allocated exclusively to men's sports.

There is cause for concern among our male coaching staff over the pressure for girls' sports. Facilities are a problem. We've got a boys' gym and girls' gym. Before, we could use the girls' gym for wrestling and B-team basketball a lot more than we can now. I think girls have a right to participate but to a lesser degree than boys. If they go too far with the competitive stuff they lose their femininity. I guess if I had my choice, I'd like to keep boys' teams going up in importance and let the girls stay about where they are now.[6]

Recently, many educational institutions have been forced to respond to the demands of students and staff who reject traditional physical education arrangements in a society where the roles of men and women are changing and where the emphasis is on the development of individual potential. However, the traditional emphasis on male sports often hinders attempts to free men and women from their narrowly defined roles and to offer a wider range of opportunities to achieve individual potential.

Not all educators today are directly responsible for the inequality of opportunity in physical education that exists in many schools. However, they do have a responsibility to the goals of education, and, therefore, must be prepared to cope with social change and provide a learning environment that meets the needs of today's students, both male and female.

Because of the stereotyped attitudes towards fitness and sports, many young women have been denied the opportunity to develop positive feelings about their physical potential. "Most girls leave school in a physically autistic state and haven't the faintest idea how to get any pleasure from sport."[7]

Men have traditionally been encouraged to take pride in their bodies and enjoy the exhilaration of effort, many women have been confined within the boundaries of their perceived role, and have reached adulthood without knowing the joy of physical movement and a vital body. For many women, body consciousness has been limited to an appreciation and awareness of personal appearance, within the context of the stereotyped role of women.

If physical training has a place in education, then it should be equally important for boys and for girls.

Sport, despite its many ramifications, is so intimately associated with the human body and with bodily function and activity that different attitudes towards the body and the physical have inevitably affected, or been reflected in, attitudes to sport.[8]

It is pointless to deny that women have a rougher road in sports than do men. So strong does the prejudice against women remain, that many girls of high athletic potential never have their worth recognized during the early critical years.[9]

Some Canadian Athletes

The list given below could be used as a starting point for brainstorming or for pursuing the research questions listed in this section.

Archery
Lucille Lessard

Badminton
Marjory Shedd
Dorothy McKenzie Walton

Basketball
Edmonton Grads

Diving
Beverley Boys
Irene MacDonald
Cindy Shatto

Golf
Ada Mackenzie
Marlene Stewart Streit
Jocelynne Bourassa

Gymnastics
Jennifer Diachun
Nancy McDonnell
Karen Kelsall

Skating
Petra Burka
Karen Magnussen
Barbara Ann Scott

Skiing
Shirley Firth
Nancy Greene
Anne Heggtveit

Swimming
Marilyn Bell
Nancy Garapick
Elaine Tanner
Cindy Nicholas

Tennis
Dorothy McKenzie Walton

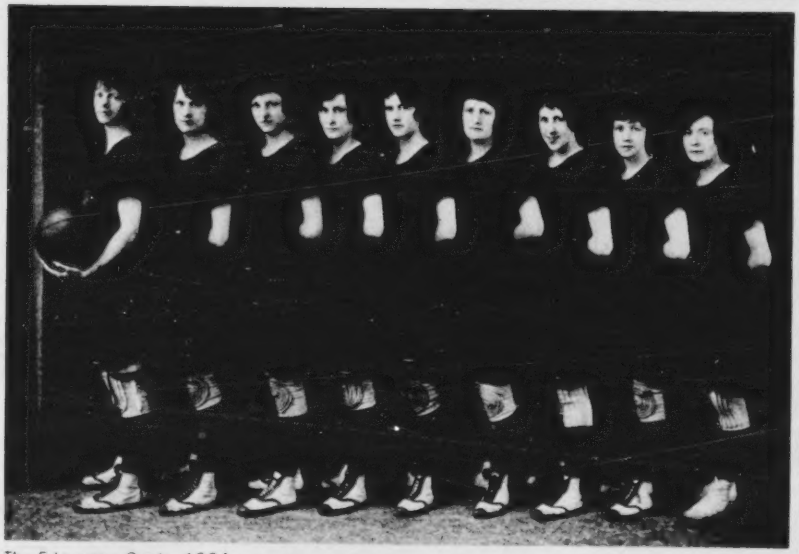
Track and Field
Diane Jones
Abby Hoffman
Bobbie Rosenfeld

Questions for Research and Discussion

- Identify and explain the evolution of class distinctions in the types of sport in which women are or were involved. Does the concept of femininity vary with the social class?
- Why did a "sex test" become compulsory for female athletes who participate in major competitions? What does it involve from the scientific point of view? Why are male athletes not required to undergo a similar test?
- Examine the chart illustrating the participation of Canadian men and women in the Olympic Games since 1896 (see p. 40). What patterns emerge? How do these relate to general social and historical developments in Canada?
- Which Canadian women have made significant contributions to sport? (Students could study a woman athlete, past or present, or they could compare a female athlete of, for instance, the twenties with one who distinguished herself in the same sport in the seventies. In both cases, students should be encouraged to be aware of the social and political climate of the time.)

6. Ibid., p. 94.
7. Hoffman, "Running for Gold," p. 32.
8. P. C. McIntosh, *Sport in Society* (London: C.A. Watts, 1963), p. 13.
9. S. F. Wise and Douglas Fisher, *Canada's Sporting Heroes* (Toronto: General Publishing, 1974), p. 274.

Teeter-totter in the water, Port Arthur, 1911
(Ontario Provincial Archives)



The Edmonton Grads, 1924
(Canada's Sports Hall of Fame and Public Archives of Canada)

Ada MacKenzie, 1892-1973
(Canada's Sports Hall of Fame and Public Archives of Canada)

Skating rink, Guelph, c. 1863
(Ontario Provincial Archives)

Ethel Catherwood, Olympic Games, Amsterdam, 1928
(Canada's Sports Hall of Fame and Public Archives of Canada)

Summer Olympics Participation, 1896-1976

Date	Location	Number of Nations	Total Number Competitors		Canadian Competitors	
			Male	Female	Male	Female
1896	Athens	13	285	0	0	0
1900	Paris	20	1046	14	0	0
1904	St. Louis	11	496	0	16	0
1908	London	22	2017	21	89	0
1912	Stockholm	28	2427	57	18	0
1920	Antwerp	29	2480	63	45	0
1924	Paris	44	2512	290	42	0
1928	Amsterdam	46	2435	290	62	7
1932	Los Angeles	37	1154	127	83	17
1936	Berlin	49	3413	328	69	17
1948	London	59	3592	438	89	15
1952	Helsinki	69	4721	573	98	10
1956	Melbourne	67	2561	384	81	15
1960	Rome	84	4155	620	74	11
1964	Tokyo	94	4112	723	102	20
1968	Mexico City	113	4523	768	113	28
1972	Munich	122	5488	1171	161	36
1976	Montreal	88	5541	1274	265	124

- Discuss the implications of professionalism on athletics for men and for women
- What are the similarities/differences between sports facilities (public and private) for men and those for women in your community? If there are differences, what are the reasons for them?
- How many male/female students in your class are involved in extracurricular sports activities? Data could be collected by means of a brief questionnaire and organized on a chart for analysis. The resulting data could be analysed for male/female participation in particular sports, sports available, and implications relating to sex-role stereotyping.

  The following questions are intended to serve as bases for data collection.
- Are facilities shared equally by male and female students?
- Is the total budget allocated to physical education allotted fairly to male and female programs?
- Are there special days on which students and staff are released for the purpose of supporting teams engaged in interschool competition? Which teams are supported in this way and why?
- How is the money for team transportation allocated?
- Does your school have a cheer-leading team? If so, is it composed of male and female students?
- Does the cheer-leading team support both male and female sports events? If not both, why?
- How many interschool teams are male? How many interschool teams are female? Why?
- How many men/women teachers are involved in coaching? Why?
- Is the fitness of every student a priority in the physical education program?
- Do young men/women participate actively in sports after leaving secondary school? (Data gathered from recent graduates could be compared to national statistics.) What role does the school play in the patterns that emerge from this analysis? (A parallel study could involve analysis of the sports activities in a neighbouring elementary school, including the involvement of male/female staff in coaching.)

Resources

Books, Articles, Reports

Batten, Jack. *Champions: Great Figures in Canadian Sport*. Toronto: New Press, 1971. $10.00.

Cochrane, J., Hoffman, A., and Kincaid, P. *Women in Canadian Sports*. Women in Canadian Life Series. Toronto: Fitzhenry & Whiteside, 1977. $2.95.

Gilbert, Bill, and Williamson, Nancy. "Women in Sport". Parts 1, 2, and 3. *Sports Illustrated*, 23 May, 4, 11 June 1973.

Gruneau, R. A., and Albinson, J. G. *Canadian Sport: Sociological Perspectives*. Toronto: Addison-Wesley, 1976. $7.50.

Hall, Margaret Ann. "Women's Sport in Canada Prior to World War I". Master's thesis, University of Alberta, 1968.
Photocopy ($31.50) or microfilm ($10.00) available from the University of Alberta, Edmonton T6G 2E1.

Hoffman, Abby. "Running for Gold". *Maclean's*, February 1975, pp. 30-33.

Howell, Nancy, and Howell, Maxwell. *Sports and Games in Canadian Life, 1700 to the Present*. Toronto: Macmillan, 1969. $7.75.

Kieran, John. *The Story of the Olympic Games, 776 B.C.–1968*. New York: J. B. Lippincott, 1973. $12.95.

Mallovy, Naomi. "Women in Sports". *Homemaker's Magazine*, November 1975, pp. 75-84.

McIntosh, P.C. *Sport in Society*. New Thinker's Library. London: C.A. Watts, 1963. $2.50.

National Council of Women of Canada. *Women of Canada: Their Life and Work*. Ottawa: National Council of Women of Canada, 1975. $4.50.

Ontario, Ministry of Education. *Girls and Women in Society: Resource List*. Toronto: Ministry of Education, Ontario, 1976. Available free of charge.

Ontario Status of Women Council. *About Face: Towards a Positive Image of Women in Sport*. Toronto: Ontario Status of Women Council, 1976. Available free of charge.

Tyler, Martin, ed. *The History of the Olympics from 1896 to 1976*. New York: Marshall Cavendish, 1975. $4.95.

Wise, S.F., and Fisher, D. *Canada's Sporting Heroes*. Toronto: General Publishing, 1974. $14.95.
Two copies of this book were sent to each school by the Minister of Education. Also available in French.

Films

Rookie of the Year. Teenage Years Series. Time-Life Multimedia, 1976. 16 mm, colour, 47 min. Distributed by Marlin Motion Pictures. $650.00.
This film shows the social pressures at work when a girl joins the boys' softball team.

Women in Sports: An Informal History. Atlanta Films, 1977. 16 mm, colour, 28 min. $395.00.

Your Move. National Film Board, 1973. 16 mm, colour, 23 min. $210.00.
This film illustrates the rapid changes in attitude towards women's participation in sports in Canada.

Kits

Olympics Program in Schools. Ministry of Education, Ontario, 1975. Slides, cassettes, overhead projector transparencies, also 5 jackdaws containing articles, pamphlets, bibliographies, and curriculum materials.

Copies of these materials were sent to all schools in the Province of Ontario in the fall of 1975.

Women and the Law

This section provides examples of studies that will help students develop a better understanding of certain aspects of the law of Ontario and Canada, particularly as it affects women. Recent cases in Canada have focused attention on the need for helping young women and men become informed of their rights and responsibilities under the law and the implications of certain laws in their personal, professional, and business lives.

Although this unit deals primarily with the law as it relates to women, the investigation will be of equal interest to male students. Their lives can be equally affected by the laws that will be examined and the amendments made to them. The aim is to increase young people's understanding of various aspects of the civil and criminal laws of Ontario and Canada which relate to human rights and the family.

Because of the complexity of the law, and the numerous changes that take place each year, an extensive introductory statement is included in this section. Teachers might contact their local law associations to find a lawyer who is willing to function as a resource person.

Objectives

- To develop and refine inquiry skills.
- to increase understanding of the relationships between societal attitudes and the law.
- to increase awareness of the many factors that lead to the evolution of the law.
- to increase understanding of certain aspects of the law and the ways in which they may affect students' personal, professional, and business lives.

Introduction

[R]ecognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world and is in accord with the Universal Declaration of Human Rights as proclaimed by the United Nations. . . .

[I]t is public policy in Ontario that every person is free and equal in dignity and rights without regard to race, creed, colour, sex, marital status, nationality, ancestry or place of origin.

—Ontario Human Rights Code

The legal system under which we live in Ontario is the product of a long and complex evolution. To understand its roots we must turn to our legal ancestor, England. The "common law" of England developed out of local customs and eventually this system of law came to be administered by the King's Courts. Over a period of time, the principle of "precedent" emerged in the administration of the common law. The principle holds that once a rule of law has been enunciated to cover a certain set of facts, that rule ought to be applied in subsequent cases in which the facts are substantially identical.

Another system of law-making developed alongside the common law. This system was based on the royal power to enact statutes, a power that was ultimately assumed by Parliament. Today, if a conflict arises between statute and common law in any given situation, the statute governs. The common law is still very much alive, however, courts turn to it to decide questions that are not covered by statute, and it also serves as a guide in the interpretation of statutes.

The Canadian constitution divides legislative power between the federal parliament and the provincial legislatures. In certain areas of law, however, this power to legislate is not clearly divided between the federal and provincial bodies. For example, in the area of family law, the federal parliament has the constitutional power to make laws relating to divorce, including laws pertaining to support and custody upon divorce, while the power to make laws pertaining to property and support and custody upon separation rests with the provincial legislatures.

Through a process of evolution, our legal system endeavours to be relevant and responsive to contemporary life and thought. There has been much discussion recently concerning modernization and simplification of family law, and many changes are expected in the near future.

At present, the laws of Ontario and of Canada generally treat men and women equally. There are, however, areas in which the law imposes different obligations or extends special rights based on sex. For example, under the support laws of some provinces,[1] only wives can claim support. Only a wife can pledge credit for necessaries and thereby obligate her husband to pay. This right does not apply conversely to husbands; a woman earning a salary or in a position to contribute to the support of her child cannot be obliged to do so. Such provisions are based on the assumptions that women as a class are incapable of supporting themselves or others, and that only men can play a productive role in the economy.

What earlier legislators considered to be necessary protection no longer applies in today's society. Over 41 per cent of all married women in Ontario are now employed on a full- or part-time basis outside the home. The need for support arises, perhaps temporarily, as a result of the manner in which couples choose to govern their relationship and divide child-rearing functions, both during marriage and upon its breakdown.

Both federal divorce law and Ontario support law have moved away from sex stereotyping with respect to support. Under the new provision, either a husband or a wife, depending on the circumstances, can be required to support the other upon divorce.

1. The support laws in Ontario have recently been amended – and rendered more equitable – by the Family Law Reform Act of 1978.

The former Ontario law of support during marriage adopted an inflexible view of the significance of matrimonial misconduct. If a husband committed but a single act of adultery, his wife was entitled to support for life upon their separation and a judge had no discretion to refuse support. If a wife committed a single act of adultery, she lost her entitlement to support under provincial law and a judge had no discretion to award support. Today, many people feel that need, as opposed to the ability to prove or disprove matrimonial misconduct, should be the governing criterion for support. The present Ontario legislation, the Family Law Reform Act of 1978, states that the obligation to support a husband or wife exists without regard to the conduct of either spouse. The act does say, however, that the court may, in determining the amount of support to be paid, have regard to a course of conduct "that is so unconscionable as to constitute an obvious and gross repudiation" of the marital relationship.

Closely tied to the question of support is the question of ownership of property during marriage or upon divorce. The traditional law of separate property, in force in Ontario until the Family Law Reform Act of 1978 came into effect, assigns ownership of property to the person who pays for it. Unless the couple agrees to share, a married man's earnings and property purchased from those earnings belong to him, and a married woman's earnings and property bought with her earnings belong to her.

The apparent equality of this system of property law does not fit the circumstances of many marriages. In the "traditional" type of marriage, the husband is the breadwinner and the wife is the homemaker who manages the household and cares for the children. Since the husband's earnings are his and whatever is purchased or saved is considered his property, everything belongs to the husband if the marriage is terminated. The wife has nothing because she has neither earnings nor savings of her own. Similarly, if both spouses have been wage earners during the marriage and the wife's salary has paid for such things as vacations, dentist's bills, or other intangible items while the husband's salary has been used to purchase the family home and car, the wife again may not have a right to a share of the property when the marriage breaks down.

The Family Law Reform Act of 1978 changed this traditional position by stating that generally a couple will share equally in the "family assets", regardless of whose money paid for them. Family assets include the matrimonial home, a car, cottage, household goods, and the bank account used for family expenses. A family business or other investments are not included. A spouse who objects to equal sharing can apply to a court for a different arrangement or enter into a marriage contract.

The Ontario Law Reform Commission, the Law Reform Commission of Canada, and various provincial law reform groups studying the question have recommended that the law should recognize that marriage is a social and economic partnership. Homemaking is more than doing housework; the homemaker contributes important managerial skills which leave the other spouse free to plan and provide for the financial needs of the family. The capacity of the earner to function effectively is thus enhanced by the homemaker, whose work not only provides services directly to the earner but also allows the earner to concentrate on a paid occupation outside the home. The Family Law Reform Act of 1978 states that marriage is an economic partnership and that child care, household management, and financial provision are joint responsibilities of the spouses. This recognition has produced the sort of equal sharing described above; it is not complete, but quite an advance over the old law.

The background material has so far concentrated on features of family law. This does not mean that women are of interest to the law only when they are married. It does, however, reflect the historical reality that for a woman marriage was not just her social fate but her economic one as well. Marriage and the family were considered her whole life and, in examining the laws that affect women's lives, this orientation will of course influence the type of law that is considered.

The very strong identification of women with marriage and the family may itself suggest some areas of study, for example, the historical position of women within the family. Even when it was her only "career option", marriage did not bring the woman many economic benefits; in fact, it produced a diminution of her economic freedom. Moreover, even in those non-economic fields within which women are said to excel – motherhood and child-rearing – the law did not reflect much respect for her capacity. For example, the mother of a child had, under common law, no right to the custody of that child.

Sources of information on the historical position of women in Canadian law include:

Ontario Law Reform Commission. *Report on Family Law*.

Part III: *Children*. See chapter IV, "Guardianship and Custody", especially pp. 87-95.

Part IV: *Family Property Law*. See "The Historical Background of the Present Law", pp. 17-21.

Part VI: *Support Obligations*. See chapter II, "The Reform of First Principles", pp. 5-24.

National Council of Women of Canada. *Women of Canada: Their Life and Work*. First printed in 1900 for distribution at the Paris International Exhibition. See especially Clara Brett Martin, "Legal Status of Women in the Dominion of Canada", p. 34, and Marie Gerin-Lajoie, "Legal Status of Women in the Province of Quebec", p. 41.

Another theme that presents itself is the discrepancy between the legal treatment accorded the single and the married woman. The single woman possessed almost the same legal capacities and powers – and liabilities – as did a man, married or single.[2] The woman lost most of these rights upon marriage. On the other hand, the single woman was at a disadvantage socially and even economically – in practice if not in law – because job opportunities for women were few. In addition, neither single nor

2. It could be said that the married man had more legal responsibilities than the single man because the husband was legally responsible for his wife's torts (wrongs to others) and debts because of her legal incapacity. The reduction of the husband's liabilities in this area was not always accompanied by the extension of the wife's legal rights.

married women were allowed to vote, to hold public office, or to enter the professions. A comparison of the legal treatment of married women, single women, and men, followed by an inquiry into the reasons for the differentiation, could provide a useful basis for further investigation of specific areas of the law.

Background reading on women's opportunities in employment in the early days could include:

Acton, J., Goldsmith, P., and Shepard, B., eds. *Women at Work, Ontario, 1850-1930*. Toronto: Canadian Women's Educational Press, 1974.

Prentice, Alison L., and Houston, Susan E., eds. *Family, School and Society in Nineteenth-Century Canada*. Toronto: Oxford University Press, 1975. See "Places for Girls and Women", pp. 244-69.

Women of Canada: Their Life and Work. Ottawa: National Council of Women of Canada, 1975. See chapter IV, "Professions and Careers", pp. 57-90, chapter V, "Trades and Industries", pp. 91-108, chapter VI, "Education", pp. 109-147.

This historical perspective may suggest that law reform pertaining to women is proceeding in two directions. First, there is the effort to make the woman an equal in rights and responsibilities within the family. Here, considerable progress has been made since the mid-nineteenth century, although the continuing interest in matrimonial property and support reform indicates that the task is not yet finished. Secondly, there are the efforts to make it possible for women to expand their range of activities beyond the home, to participate in the work force and in public life without discrimination on the basis of sex. Laws designed to secure equal pay and equal opportunity and to prevent differential treatment in pensions and fringe benefits have contributed to accomplishing this goal. The concepts of affirmative action and equal pay for work of equal value are interesting areas for student exploration. There remain areas that are practically as well as conceptually troubling. Equalizing men and women within the family and removing the barriers to women's participation in activities outside the home raise the question of the husband and father's right to functional equality in the home, and the need to find a viable solution to the dilemma of the working parent who is faced with the responsibility of child care and the demands of a salaried job. The following essay considers these issues from the point of view of both law and economics. Cook, G. C. A., and Eberts, M., "Policies Affecting Work". In *Opportunity for Choice: A Goal for Women in Canada*. Edited by G. C. A. Cook. Ottawa: Information Canada, 1976.

As mentioned earlier, family law reform has been discussed by law reform commissions for many years. The Family Law Reform Act, proclaimed in force July 10, 1975, by the Government of Ontario, was a first step in making family law more representative of today's social and economic conditions. The changes made by this act were affirmed and expanded by the Family Law Reform Act of 1978.

Under common law, the legal personality of the wife "merged" with that of the husband. Wives were not viewed as individuals in their own right but as satellites of their husbands. In the seventeenth and eighteenth centuries this doctrine of "unity of legal personality" was gradually eroded, and, with the passing of the Married Women's Property Act, it was implicitly abolished.

However, in the context of marriage, certain legal incapacities still remained. For example, a married woman could sue her husband for damages done to her property (e.g., smashing her car), but not for damages done to her person (personal injury). A married woman could not bring or defend a law suit on behalf of an infant, even if it were her own child.

The Family Law Reform Act establishes the separate, independent legal personality of each spouse for all purposes of law. The purpose of the act is, in part, "to make the same law apply, and apply equally to married men and married women and to remove any differences therein resulting from any common law rule."

In the famous *Murdoch* case in Alberta, Mrs. Murdoch sought a declaration from the court establishing that her considerable contribution to the ranch owned by her husband entitled her to an interest in the enterprise. The courts held that she was not entitled to an interest in the property *because she was the spouse of the owner rather than a third party*. As a result of the Family Law Reform Acts of 1975 and 1978, the contribution made in work or money by one spouse to the property owned by the other will now be treated as if it were made by one individual to the property of another outside of marriage. The fact that the couple is married will not be permitted to defeat the claim of the contributor to part of the property. The legislation states that the court shall not take into account "the fact that the acts constituting the contribution are those of a reasonable spouse of that sex in the circumstances."

The presumption of advancement is abolished by the act. Prior to the passing of the act, when a husband took title to property in his wife's name, or put property in his wife's name, he was presumed to make a gift or "advancement" to her.

The Family Law Reform Act creates a presumption of trust. When property belonging to one spouse is put in the name of the other, it is deemed to be held in trust for the other, unless there is proof to the contrary. Title taken in joint tenancy and joint bank accounts or common funds in the names of both husband and wife are excepted. In these cases the law will presume that the property is held for both of them, irrespective of whether there has been contribution.

Students may wish to consider whether this move towards greater equality within the family will help women obtain greater equality outside the family.

Judge Helen Gregory MacGill, 1864-1947
(Courtesy of Elsie Gregory MacGill)

Nellie McClung, 1874-1951
(Public Archives of Canada)

Emily Murphy, 1868-1933
(Public Archives of Canada)

Jeanette Corbière Lavelle
(The Globe and Mail)

Judge Rosalie Silberman Abella
(Experience '77, Ministry of Education, Ontario, and Toronto Board of Education)

Areas for Student Investigation

1. Ownership of property in marriage

A study of the *Murdoch* v *Murdoch* decision of the Supreme Court of Canada will enable students to identify some of the differing rights and responsibilities of wives and husbands in the area of family property law and also to discuss recent legislative changes and proposals in Ontario.

Students could consider the following questions:

- What were the issues involved in *Murdoch* v *Murdoch*?
- What were the principles upon which this case was argued, and won/lost?
- What recommendations of the Ontario Law Reform Commission are related to the issues raised by this Alberta case?
- To what extent do the Family Law Reform Act of 1975 and the Family Law Reform Act of 1978 change the outcome of cases such as *Murdoch* v *Murdoch*?
- Should the law guarantee each spouse a share in property at the time of separation, divorce, death? If so, how much and in which property? Why?

Students should be referred to the resource materials given at the end of this section (see pp. 50-53), particularly items 2, 7, 9, 16, 19, 22, 33, 41, and 44.

2. Employment equality

The Employment Standards Act, Statutes of Ontario, 1974, chapter 112, states:

1. No employer or person acting on behalf of an employer shall differentiate between his male and female employees by paying a female employee at a rate of pay less than the rate of pay paid to a male employee, or vice-versa, for substantially the same kind of work performed in the same establishment, the performance of which requires substantially the same skill, effort and responsibility and which is performed under similar working conditions, except where such payment is made pursuant to:

a) a seniority system;
b) a merit system;
c) a system that measures earnings by quantity or quality of production; or
d) a differential based on any factor other than sex.

2. No employer shall reduce the rate of pay of an employee in order to comply with sub-section 1.

This act was amended in 1975 to repeal the section that stated that an employer had to provide transportation for female employees who work between midnight and 6.00 a.m., and to permit females under eighteen to work after midnight.

Students can analyse the reasons for this legislation, noting that in 1972 the Ontario Human Rights Code had been amended to prohibit:

- discrimination on the basis of sex or marital status in recruitment, hiring, training, apprenticeship, promotion and transfer, dismissal, terms and conditions of employment, and membership in trade union or self-governing professions;
- job classification according to sex ("male" or "female");
- advertising of jobs in terms of sex preferred ("male" or "female").

Student discussion can centre around the following questions:

- What are the implications of the increasing demands for "equal pay for work of equal value"?
- Do you think that the concept of *affirmative action* is a necessary component in the implementation of equal pay and equal opportunity?
- What enforcement procedures are used in conjunction with the Employment Standards Act and the Human Rights Code? To what extent do they develop legal standards on a case-by-case basis? Are such procedures adequate?
- The concerns related to balancing family and work responsibilities could lead students to consider the question of whether child care is a "woman's issue" or a "people's issue" and the relationship of child care to a philosophy of equal employment opportunity.

Students should be referred to resource items 1, 2, 7, 14, 21, 23, 25, 27, and 47.

3. Children

Students might approach this topic with reference to themselves. Assuming that they are under eighteen, what rights and responsibilities do their own parents have towards them? Are the mother and father legally equal? How does the situation change upon divorce? In what ways is the availability of child-care-centres related to issues of welfare and to issues of employment equality? If an Ontario student under age eighteen held a winning ticket in a lottery, to whom would the money belong?

The following statutes and report can be consulted:

- The Infants Act, Revised Statutes of Ontario, 1970, chapter 222, as amended by Statutes of Ontario, 1971, chapter 98, section 4, schedule paragraph 14, and sections 16 and 18(3).
- The Marriage Act, Revised Statutes of Ontario, 1970, chapter 261, sections 7, 8, 9, and 10. The Marriage Act has been amended twice since 1970, but the only amendment that affects these four provisions is one that transfers responsibility for the act from the Provincial Secretary to the Minister of Consumer and Commercial Relations. See Statutes of Ontario, 1972, chapter 1, section 44. (Sections 7, 8, 9, and 10 deal with the consent of parents – usually the father – to the marriage of a person under eighteen.)
- The Children's Maintenance Act, Revised Statutes of Ontario, 1970, chapter 128. Amended by the Age of Majority Act, section 18(1) and by Statutes of Ontario, 1973, chapter 133.
- The Divorce Act, Revised Statutes of Canada, 1970, chapter D-8. See, in particular, section 2 (definition of *child* and *child of the marriage*, section 9(1)(e), section 10(b), section 11, and section 12.
- Ontario Law Reform Commission, *Report on Family Law Part III, Children*, Toronto, Queen's Printer, 1973. Chapter IV, pp. 87-122, discusses guardianship and custody, and includes a section on the historical background. The

chapter provides excellent background material for teachers and perhaps for students as well
Students should be referred to resource items 1, 7, 9, 21, 25, 26, 39, and 40

4. Names and change of name

Students could pursue the question "How did I get my name?" by looking at the provisions pertaining to the registration of names These may be found in

- The Vital Statistics Act, Revised Statutes of Ontario, 1970, chapter 483 (See, in particular, sections 6 and 13) The Vital Statistics Act has been amended twice since 1970 See Statutes of Ontario, 1973, chapter 114, section 3 (in force January 2, 1974), for changes to sub-sections 6(6) and 6(9), and Statutes of Ontario, 1976, chapter 40 (Bill 77), which adds a new sub-section 6(11) The new sub-section permits the use of a hyphenated surname, composed of the surnames of the mother and the father, for the registration of a child's birth
- The Change of Name Act, Revised Statutes of Ontario, 1970, chapter 60, revised in 1972 by the Change of Name Amendment Act The Change of Name Amendment Act gave married women the same rights in this area as married men, including the freedom to change their names If either a married man or a married woman wishes to legally effect a change in his or her name, the names of all the family members must be changed

There is no law requiring a woman to take her husband's name upon marriage, although traditionally women have done so Many women are choosing to retain their maiden names upon marriage and there is nothing in the law to prevent them from doing this However, if a woman chooses to use her husband's name after marriage, it is assumed to be hers by common law, and a legal return to her maiden name involves the use of the Change of Name Act As the law requires a married person to change the name of his or her spouse when he or she changes his or her own last name, this procedure causes problems

Many women in Ontario are informally returning to their birth name without using the Change of Name Act Under common law a person may use any name he or she wishes as long as this is not done for an improper purpose The ability of a woman to return to her birth name informally depends largely on the willingness of the companies or governments who have recorded her in her husband's name to change their records Changes in legislation are currently under discussion
Student discussion could centre on the following questions

- Why do you think many women in Ontario are making the decision to retain or to return to their birth name?
- What are the consequences of the equal treatment accorded husband and wife under the Change of Name Act, 1972?
- Compare and evaluate the procedures outlined in the Change of Name Act and the common law

Students should be referred to resource items 15, 17, and 21

5. Marriage, separation, and divorce legislation

Most students presently in school will marry at some point Statistics indicate that many will experience the turmoil of separation and/or divorce The following figures on the number of divorces in Canada and the provinces are taken from Statistics Canada [3]

Divorces: Canada

Year	*Number*
1968	11 343
1969	26 093
1970	29 775
1971	29 685
1972	32 389
1973	36 704

Young people need accurate information on relevant aspects of the law if they are to plan and live their lives fully as individuals and as members of society A study of the legislation related to marriage, separation, and divorce has an appropriate place in the school curriculum The decision to marry is often taken at a time of deep emotional commitment and it is unrealistic to expect young people to undertake an objective study of the law at that time

Student discussion could include the following

- What are the rights and duties of the husband? What are the rights and duties of the wife? Are there any similarities? Where do the differences lie?
- How would the concept of *no-fault* affect separation/divorce legislation?
- Why are marriage contracts the basis of so much contemporary discussion?
- What changes do you think should be made in marriage/separation/divorce legislation?

Students should be referred to resource items 2, 5, 7, 9, 16, 18, 19, 21, 22, 26, 27, 30, 39, 40, 41, and 45

6. The Indian Act and Indian women[4]

An Indian woman who marries a non-Indian loses all her rights and privileges under the Indian Act, section 12 This also applies to her children (section 12) An Indian man who marries a non-Indian woman confers the privileges and liabilities of the act on his wife and children, provided that they are duly registered on the Indian band roll (section 11)
The following questions and assignments could be used to stimulate discussion

- What are the historical reasons for the inclusion of these sections in the Indian Act?
- Should fathers and mothers have the same or different powers in reference to bestowing status (the Indian Act) and citizenship (the Canadian Citizenship Act) on their spouses and children? (The Citizenship Act gives mothers and fathers equal status)

3 Statistics Canada *Vital Statistics, 1973 Preliminary Annual Report* (Ottawa Statistics Canada, 1974), p 23

4 *Indian* is defined in section 11 of the Indian Act as a person who is registered or entitled to be registered under this act

- What were the issues argued in the *Jeanette Corbière Lavelle* case when it was taken to the Supreme Court of Canada?
- Compare the statement of decision of the Supreme Court of Canada with the minority report of Chief Justice Bora Laskin in the Lavelle case
- Compare and evaluate the philosophies expressed in the Indian Act, the Ontario Human Rights Code, the Canadian Bill of Rights, and the Canadian Human Rights Act in reference to women
- In the United States, any individual with 25 per cent or more Indian ancestry can claim full Indian status. Should the Indian Act remain as it is? Who should decide the criteria by which a person can claim full Indian status?

Students should be referred to resource items 2, 7, 21, 27, 29, 36, 42, and 44

7. The Canadian Bill of Rights

The concept of *discrimination* and the meaning of *equality before the law* could be considered in connection with the Canadian Bill of Rights. Some of the underlying issues of the movement for women's rights are raised by this topic.

The following questions may prove useful starting points

- What is equality? Is it different from *equality before the law*?
- Can there be "differences" or "distinctions" in treatment without there being "discrimination"? If so, on what basis is society going to allow differences to be made in the treatment of men and women?
- Why has the Canadian Bill of Rights been an unsuccessful tool in the attempt to secure equality before the law for women?

The *Lavelle* and *Bedard* decisions are the most dramatic and authoritative cases on sex-based discrimination. There are a number of others that show attempts to use the Bill of Rights to remove differences in the legal treatment of men and women in the context of both family law and criminal law.

Reference should be made to resource items 2, 5, 13, 19, 21, 27, 29, 42, and 46

8. Credit

An individual's credit rating is of considerable importance throughout life. In the recent past, many businesses required a married woman to have her credit contracts co-signed by her husband. Most credit cards were given in the husband's name. In November 1975, the Minister of Consumer Relations in Ontario introduced new credit guidelines to ensure that women would have credit opportunities equal to those enjoyed by men. Because these are guidelines, as distinct from laws, they depend on the voluntary co-operation of the business world.

Discussion could centre around the following questions

- If a married couple apply for credit contracts in your community, are the total assets of the two partners considered?
- Does a woman's ability to secure a credit card alter when her status changes (single, married, divorced, separated)?
- What is the legal responsibility of a husband in reference to his wife's credit debts?
- How and why should a person ensure the existence of a personally useful credit rating?

Reference should be made to resource items 20 and 21

9. Pensions and insurance plans

The Employment Standards Act, Statutes of Ontario, 1974, chapter 112, stipulates that fringe benefits related to pension and insurance plans must be the same for men and for women.

Students might consider the following questions

- To what extent and for what reasons did such plans differ for men and for women in the past?
- To what extent are individual pension and insurance plan payments affected by the participant's sex?
- Are statistical tables based on the general life expectancy of men and women an adequate basis for differential payments?
- Investigate how the provisions of the Canada Pension Plan apply to each member of your family.

Reference should be made to resource items 5, 24, and 27

10. Women in public law

In order to develop a long-term view of legal ordering and to understand the long-term context in which law-making at the legislative level takes place, students could focus on (a) "the Persons Case", (b) the suffrage issue, (c) jury membership.

a) "The Persons Case" resulted from the efforts of five women, including Emily Murphy and Nellie McClung, to secure the right to membership in the Senate – and, incidentally, to establish the fact that they were legally "persons". The Canadian Supreme Court rejected their claim, but the Judicial Committee of the Privy Council rendered a decision favourable to women's membership in the Senate. Reference should be made to the section Women as Agents of Change (see pp. 65-76 of this resource guide)

Reference should be made to resource items 7, 8, and 46

b) The suffrage issue has historical, political, legal, and social components. Reference should be made to the section Women as Agents of Change (see pp. 65-76 of this resource guide)

Statutes that gave women the vote include

- The Military Voters Act, 1917. Statutes of Canada, 1917, chapter 34. See especially sections 2(c) and 3, whereby women in the Canadian military were given the right to vote.
- The Wartime Elections Act, 1917. Statutes of Canada, 1917, chapter 39. See especially sections 33A and 33B(2), whereby the wives, widows, mothers, sisters, and daughters of "defenders of the Crown" became eligible to vote.

- An Act to Confer the Electoral Franchise Upon Women. Statutes of Canada, 1918, chapter 20.
- The Dominion By-Elections Act, 1919. Statutes of Canada, 1919, chapter 48.
- The Dominion Elections Act. Statutes of Ontario, 1920, chapter 46.
- The Ontario Franchise Act, 1917. Statutes of Canada, 1917, chapter 5, section 4.
- The Election Law Amendment Act, 1917. Statutes of Ontario, 1917, chapter 6, section 3.
- The Women's Municipal Franchise Act. Statutes of Ontario, 1917, chapter 43, section 2.

Inquiry could begin with questions such as the following.

- Why did women seek the vote?
- Why did they not have the same voting rights as men?
- To what extent was the suffrage movement in Canada influenced by events in England and the United States?
- Was the franchise the success that its proponents hoped it would be, in terms of improving the position of women? Are there many female Members of Parliament? Are there many women among local politicians?
- Analyse newspaper editorials written at the time of the passage of each of the acts. What attitudes towards women are expressed? Select recent editorials and letters to the editors referring to women from your local newspaper. Explain the similarities and differences in attitude towards the roles of women.

Reference should be made to resource items 6, 7, 8, 12, and 46.

c) Jury service is often mentioned as one of the duties a Canadian citizen may be expected to perform sometime during his or her lifetime. However, for many years a woman had the right to refuse to perform this duty on the basis of her sex. Other inequalities based on sex have existed in this connection in the past. Students can begin to analyse the complexities of our jury system by posing questions such as the following.

- How are juries selected?
- Why do we have juries?
- What views do lawyers have concerning juries?
- Are juries just?

Provisions relating to the composition of juries, the qualifications of jurors, etc., are found in both federal (criminal) and provincial (civil) statutes. Both sets of provisions should be consulted to get a complete picture of the operation of the jury system. Local trial lawyers would make excellent guest speakers.

The Criminal Code, section 554,[5] prohibits sex-based discrimination in the criminal jury. The anti-discrimination provision was enacted in 1972, becoming effective on July 15, 1972. Sections 555 to 573 should be consulted for background information on the operation of the criminal jury.

The provisions affecting juries in Ontario were substantially changed in 1974. Before that time, the choosing of jury members in Ontario was governed by the Jurors Act, Revised Statutes of Ontario, 1970, chapter 230.[6]

In 1974, the Jurors Act was repealed, and a new act was passed to govern the choosing and operation of juries. The new act was the Juries Act, 1974, Statutes of Ontario, 1974, chapter 63. The non-sexist provisions for jury eligibility appear in sections 3 and 4 of this act. This new act has since been amended by the Juries Amendment Act, 1975, Statutes of Ontario, 1975, chapter 25.

The three cases cited below are among the criminal trials in which the lawyer for the accused sought to disqualify the jury because it did not include women.

- *Rose* v. *The Queen* (1972), 19 C.R. (N.S.) 66 (Quebec, Queen's Bench).
- *R.* v. *Catizone* (1972), 23 C.R. (N.S.) 44 (County Court, Ontario).
- *R.* v. *Laforte* (1975), 62 D.L.R. (3d) 86 (Manitoba Court of Appeal). See particularly pp. 90-91.

It should be noted that the *Rose* and *Catizone* cases took place before the anti-discrimination amendments were made, and the *Laforte* case afterwards.

11. Criminal law

Public debate pertaining to women and the criminal law is most often concerned with the topic of rape. While some educators will not consider this an appropriate topic of study for secondary school students, others will consider it a necessary component of any study of the law that focuses on women. Local discretion will, of course, prevail.

If a study of the topic is undertaken, reference should be made to sections 142, 143, 144, and 145 of the Criminal Code.[7] In 1976, the Legislature added a new section 142 pertaining to the questions that may be asked of the victim concerning her sexual conduct with someone other than the accused.

Student-developed questions and hypotheses may provide the most effective way of combining student interest and a study of law and social attitudes. Questions such as the following can arise.

- Should rape trials be public?
- How can an innocent person who is accused of rape be protected?
- Once a charge has been laid, the victim has no control over the machinery of the state. What are the consequences of this for the victim?
- Why do laws that protect women against sexual assault appear to be stronger than those that protect men against sexual assault? Do women, in fact, get extra protection from the existence in our criminal law of a crime called rape which can only be committed against women?
- What legal protection should be available to the victim in rape trials?

Reference should be made to resource items 2, 7, 27, 38, and 45.

5. See *Martin's Annual Criminal Code, 1977*, edited by Ian Cartwright (Toronto: Canada Law Book Co., 1977), p. 435.

6. This statute was amended by Statutes of Ontario, 1971, chapter 9 and chapter 98, section 4, schedule paragraph 6; Statutes of Ontario, 1972, chapter 112 and chapter 170; Statutes of Ontario, 1973, chapter 81. The provision that established differential treatment for women was section 4 of the Jurors Act, Revised Statutes of Ontario, 1970, chapter 230. It was repealed by the Jurors Amendment Act, 1972, Statutes of Ontario, 1972, chapter 112, section 3, which came into force on June 30, 1972.

7. See *Martin's Annual Criminal Code, 1977*.

Strategies

1 Student-collected newspaper articles on issues involving women and the law could serve as a basis for
- identifying important issues of current concern,
- classifying the varying points of view expressed by individuals, groups, and editorials,
- analysing the information with a view to
  a) differentiating between fact and fiction,
  b) identifying bias,
  c) identifying any apparent trends of opinion,
  d) identifying value issues related to women and the law.

2 After selecting one area of law that is of particular personal interest, a student could trace the evolution of the law, the steps through which the legislation evolved and changed over the years. Students could consult the following sources
- newspaper files of the local community,
- *Hansard* (transcripts of parliamentary debates),
- statutes that have changed,
- reports of the Ontario Law Reform Commission,
- the Attorney General's Office,
- the Advisory Council on the Status of Women, Ottawa,
- the Women's Bureau, Ministry of Labour, Ontario.

Such a study will enable the student to become increasingly aware of the role that individuals and pressure groups can play in encouraging public debate and thereby preparing the way for legislative change. The study could also focus on the extent and the form of female participation in movements favouring or opposing change in the law.

3 Have the students identify legislation they consider to be in need of reform. Then have them draft the proposed legislation and defend the proposal in writing or orally before a group of classmates. This activity will provide the teacher with an opportunity to evaluate the developing ability of the students in analysis, classification, communication, and logic.

4 Take the students to a court session. A film or a report by one or two students could be used to prepare the students for the visit and ensure maximum value from the experience. After the visit, have small groups identify the main legal and human issues highlighted in the courtroom. Have each group put their opinion on large sheets of paper pinned to the wall. Discuss the reasons for any similarities and differences that emerge.

5 Select a case from the local newspaper that appears to be headed for the courts in the immediate future. Have students conduct the court case through role-playing and research. Compare the class events and decision with the real events as they unfold in subsequent newspaper coverage.

6 Students may wish to prepare a brief to the provincial or federal government or other agency outlining their concerns.

Synthesizing Questions and Activities
- What procedures are available to individuals who wish to bring about a change in the law? Which procedures are most effective?
- Which statute, or common law, is most in need of reform? Why?
- What criteria do legislators use in determining whether new legislation is required? What are the implications for people who wish to effect legal change?
- How does an individual decide whether he/she should consult a lawyer?
- How equitable is the law towards a man/woman involved in a marriage break-up? Sould changes be made?
- Have the students invite specific individuals whose profession/experience is related to the sections of law they have studied. Prepare, with the students, a few key questions for the visitor to consider before arriving, and/or prepare questions for use during the meeting, and/or discuss the meeting the day after the visit to ensure that questions and opinions were clearly presented.

Student participation in this activity will provide both the teacher and the students with an ideal opportunity to evaluate student ability to identify and pose questions and to distinguish fact, fiction, and bias.

Resources

Books, Pamphlets, Reports

1 Arnopoulos, S., Brown, S., Cohen, D., Daly, M., and Grovier, K. *To See Ourselves: Five Views on Canadian Women*. Ottawa: International Women's Year Secretariat, Privy Council, Information Canada, 1976. $7.50.

2 Bourne, Paula. *Women in Canadian Society*. Canadian Critical Issues. Toronto: Ontario Institute for Studies in Education, 1976. $2.85.

3 British Columbia, Ministry of Education. *Women's Studies: A Resource Guide for Teachers*. Vancouver: Ministry of Education, British Columbia, 1977.

4 Canada, Advisory Council on the Status of Women. The following publications are available free of charge.
a) *The Canada Pension Plan and Women* (1974)
b) *A C S W. Recommendations Regarding Homemakers in the C P P.* (1976)
c) *Sex Discrimination in Fringe Benefits* (1975)
d) *Maternity Leave and Benefits* (1976)

5 Canada, Advisory Council on the Status of Women. *The Person Papers*. Ottawa: Advisory Council on the Status of Women, 1976. Available in English and French, free of charge.
a) *Fringe Benefits*
b) *Regarding Rape*
c) *Birth Planning*
d) *Matrimonial Property*

6 Cleverdon, C. L. *The Woman Suffrage Movement in Canada*. Toronto: University of Toronto Press, 1950. $5.95

7 Dranoff, Linda Silver. *Women in Canadian Law*. Women in Canadian Life Series. Toronto: Fitzhenry & Whiteside, 1977. $3.25

8 Innis, Mary Quayle, ed. *The Clear Spirit: Twenty Canadian Women and Their Times*. Toronto: University of Toronto Press, 1966. Hard cover $12.50, soft cover $4.95

9 Jahn, Penelope, and Campbell, Charles. *The Self-Help Guide to Divorce, Children, Welfare*. Toronto: House of Anansi, 1976. $3.95

10 Jennings, W. H., and Zuber, T. G. *Canadian Law*. 2nd ed. Toronto: McGraw-Hill Ryerson, 1972. $7.96

11 Keating, K., ed. *Justice: Issues for the Seventies*. Toronto: McGraw-Hill Ryerson, 1972. Illus. $3.00

12 MacEwan, Grant. *And Mighty Women Too: Stories of Notable Western Canadian Women*. Saskatoon: Western Producer Prairie Books, 1975. Hard cover $10.00, soft cover $5.00

13 National Council of Women of Canada. *Women of Canada: Their Life and Work*. Ottawa: National Council of Women of Canada, 1975. $4.50

14 Ontario Human Rights Commission. *Human Rights in Employment*. Rev. ed. Toronto: Ontario Human Rights Commission, 1977. Available free of charge.

15 Ontario Law Reform Commission. *Report on Changes of Name*. Toronto: Queen's Printer, 1976. Available free of charge.

16 Ontario Law Reform Commission. *Report on Family Property Law*. Toronto: Queen's Printer, 1974. $3.50

17 Ontario Law Reform Commission. *A Woman's Name*. Toronto: Queen's Printer, 1975. Available free of charge.

18 Ontario. Ministry of the Attorney General. *Family Law Reform*. Toronto: Ministry of the Attorney General, Ontario, 1976. Available free of charge.
This publication describes some features of the present law and outlines the government's proposals for change. It also contains a draft of the Family Law Reform Act, 1976.

19 Ontario. Ministry of the Attorney General. *Summary of the Report of the Ontario Law Reform Commission on Family Property Law*. Toronto: Ontario Status of Women Council, 1974. Available free of charge.

20 Ontario. Ministry of Consumer and Commercial Relations. *Credit and You: Women's Access to Credit in Ontario*. Toronto: Ministry of Consumer and Commercial Relations, Ontario, 1976.
This publication contains the Ontario provincial government's guidelines for credit granters.

21 Ontario. Ministry of Labour. *Law and the Woman in Ontario*. Toronto: Women's Bureau, Ministry of Labour, Ontario, 1975. Available free of charge.

22 Ontario. Ministry of Labour. *Matrimonial Property Law*. Toronto: Women's Bureau, Ministry of Labour, Ontario, 1975. Available free of charge.

23 Ontario. Ministry of Labour. *Ontario Labour Legislation of Interest to Working Women*. Toronto: Women's Bureau, Ministry of Labour, Ontario, 1975. Available free of charge.

24 Ontario. Ministry of Labour. *Report of the Task Force on Employee Benefits Under Part X of the Employment Standards Act*. Toronto: Ministry of Labour, Ontario, 1975. $2.00

25 Ontario. Ministry of Labour. Women's Bureau. Women in the Labour Force Series. Toronto: Women's Bureau, Ministry of Labour, Ontario, 1976. Available free of charge.
The Women's Bureau, Ministry of Labour, has put out a series of fact sheets on women in the labour force. Titles include: *Fact and Fiction, Basic Facts, Labour Unions, Child-Care, Education, Special Problems*.

26 Parkdale Community Legal Services. *All in the Family: Marriage and Common Law, Support and Property, Children*. Toronto: Parkdale Community Legal Services, 1975. $1.00

27 Royal Commission on the Status of Women in Canada. *Report of the Royal Commission on the Status of Women in Canada*. Ottawa: Information Canada, 1970. $4.50
Studies of the Royal Commission on the Status of Women in Canada:
- Bossen, M. *Patterns of Manpower Utilization in Canadian Chartered Banks*. 1971. $1.00
- ——— *Patterns of Manpower Utilization in Canadian Department Stores*. 1971. $1.25
- Geoggroy, R., and Sainte-Marie, P. *Attitude of Union Workers to Women in Industry*. 1971. $1.75
- Gwyn, S. *Women in the Arts in Canada*. 1971. $1.50

– Hartle, D. *Taxation of the Incomes of Married Women* 1971. $1.50
– Labarge, M. W., Johnson, M. D., and MacLellan, M. E. *Cultural Tradition and Political History of Women in Canada*. 1971. $1.50
– Lacasse, F. D. *Women at Home. The Cost to the Canadian Economy*. 1970. $.50
– Lambert, R. D. *Sex-Role Imagery in Children. Social Origins of the Mind*. 1971. $1.50
– Robson, R. A. H., and Lapointe, M. *A Comparison of Men's and Women's Salaries and Employment Fringe Benefits in the Academic Profession*. 1970. $.75

28. Spetz, Steven N. *Canadian Criminal Law*. Toronto: Copp Clark Publishing, 1972. $3.16.

29. Stephenson, Marylee, ed. *Women in Canada*. Rev. ed. Toronto: General Publishing Co., 1977. $8.95.

30. Waldman, Geraldine, and Sachs, Harriet. *Marriage and Divorce Law, 1975*. Toronto: Toronto Community Law School, 1975. $1.25.

31. *You and the Law. A Practical Family Guide to Canadian Law*. Montreal: Reader's Digest, 1973. $16.95.

32. Zuber, Thomas G. *Introduction to Canadian Criminal Law*. Toronto: McGraw-Hill Ryerson, 1974. $4.56.

Newsletters

33. *Newsletter of the Ontario Committee on the Status of Women*. Ontario Committee on the Status of Women, P.O. Box 188, Station Q, Toronto, Ontario.

34. *Status*. Ontario Status of Women Council, 801 Bay Street, Toronto, Ontario.

35. *Women's Bureau Newsletter*. Women's Bureau, Ministry of Labour, 400 University Avenue, Toronto, Ontario.

Statutes

A note about statutes

Statutes of Canada and Statutes of Ontario may be found in public libraries, law libraries maintained in (or near) courthouses in each county seat by the local bar association, and in university law school libraries. Even if the local university does not have a law school, it is probable that these statutes are included in the government documents section of its library.

About every ten years, the statutes are revised and the amendments consolidated. These amended versions are called "Revised Statutes", and they are probably the best source of the statutes that were in force at the time the revisions were made. In Ontario and at the federal level, the most recent revisions were made in 1970. Hence the basic sources for statute law for these two jurisdictions are: the Revised Statutes of Ontario, 1970, and the Revised Statutes of Canada, 1970.

Unfortunately, these basic sources may not present the final version of the statute, because it might have been amended, repealed, or totally replaced since the date of the revision.

Each government, Ontario and Canada, also issues annual volumes of its statutes, containing all the public acts passed in a given year. Before concluding that a statute found in the Revised Statutes is the up-to-date version currently in force, a check of annual volumes issued after the date of the revision should be made. This is not as difficult as one might think. Look for the most recent annual volume. In the back you will find an insert of coloured pages listing in alphabetical order all the statutes that appear in the Revised Statutes. This list runs down the left-hand side of the page. In the middle column of the page is the chapter number of the statute in the Revised Statutes. In the right-hand column is an indication of the amendment(s), if any, made to the statute since the revision. If this space is blank, it is safe to assume that no amendment has been made to the statute as it appears in the Revised Statutes, as of the date of the annual volume. On the other hand, there may be a note in this column directing the reader to a previous annual volume; this should be examined before accepting the Revised Statutes version as authoritative.

Locating changes made to statutes after the publication of the last annual volume of statutes is a more difficult business and cannot be explained very simply here. Changes are introduced into the Legislature in the form of bills, which usually receive some publicity. The exact nature of the change, and the date it comes into effect, can be verified by writing to an M.P.P. or to the government department concerned.

36. Canadian Citizenship Act
(In February 1977, a new Canadian Citizenship Act came into effect. It can be found in Statutes of Canada 1974-75-76, chapter 108.)

37 The Change of Name Act Revised Statutes of Ontario, 1970, chapter 60, as amended by the Change of Name Amendment Act, 1972, Statutes of Ontario, 1972, chapter 44 (in force July 1, 1972)

38 The Criminal Code Information Canada, Ottawa Hard cover $13 10, soft cover $10 10

39 The Deserted Wives' and Children's Maintenance Act Revised Statutes of Ontario, 1970, chapter 128
a) Wife can obtain a support order based on fault grounds – sections 2(2) and 2(3).
b) Father cannot be awarded custody of the child – section 3

40 The Divorce Act Revised Statutes of Canada, 1970, chapter D-8
a) Fault and no-fault grounds for divorce – sections 3 and 4.
b) Support payments (either spouse) – section 11(i) (a) and (b).
c) Custody of children (either spouse) – section 11(c)

41 The Family Law Reform Act, 1975 Statutes of Ontario, 1975, chapter 41 Superseded by the Family Law Reform Act, 1978 Statutes of Ontario, 1978, chapter 2 (Bill 59)

42 The Indian Act Revised Statutes of Canada, 1970, chapter I-6, sections 11 and 12

43 *Martin's Annual Criminal Code* Toronto Canada Law Book Co This annual publication includes, with short annotations, the updated version of the Criminal Code, the Canada Evidence Act, the Canadian Bill of Rights, etc

Films

44 *Indian Woman Year of Fear* C T V , 1975 16 mm, colour, 25 min Available as 2" film or ¾" video cassette from C T V , Toronto $300 00 (purchase of film or video cassette), $50 00 (rental of video cassette)
In 1975, International Women's Year, a large number of Indian women stood to lose their tribal privileges through marriage to non-Indian men MacLean reports the traumatic story of the women of Caughnawaga and that of Jeanette Lavelle who fought her loss of status on the basis of sex discrimination A re-enactment of her court battles is featured

45 *This Film Is About Rape* Bonnie Kreps, 1978 16 mm, colour, 29 min Distributed by Canadian Filmmakers' Distribution Centre $395 00, rental $30 00
A Canadian film which presents many of the complex legal and social issues related to rape

46 *The Visible Woman* Federation of Women Teachers' Associations of Ontario, 1975 Directed by Beryl Fox 16 mm, colour, 30 min Distributed by the Federation of Women Teachers' Associations of Ontario or Marlin Motion Pictures $375 00
The history of women's rights in Canada from 1860 to 1975, this film may be borrowed from the Federation of Women Teachers' Associations free of charge The film may be purchased from Marlin Motion Pictures (see list of distributors, pp 84-86) for the price quoted above

47 *A Woman's Place* National Film Board, 1972 16 mm, colour, 14 min $175 00
Women, who now make up one-third of the work force, express their feelings about the roles society expects them to play, the need for recognition of the right – for women and men – to choose between working or staying at home, and the need for change in attitudes towards women on the part of employers and of women themselves

Organizations

Advisory Council on the Status of Women, P O Box 1541, Station B, Ottawa, Ontario, K1P 5R5

Law Reform Commission of Canada, 130 Albert Street, Ottawa, Ontario

Ministry of the Attorney General, Government of Ontario, 18 King Street East, Toronto, Ontario

Ontario Law Reform Commission, 18 King Street East, Toronto, Ontario

Ontario Legal Aid Plan, 123 Edward Street, Toronto, Ontario Local offices are listed in the telephone directory under "Legal Aid"

Ontario Status of Women Council, 801 Bay Street, Toronto, Ontario

Women's Bureau, Ministry of Labour, 400 University Avenue, Toronto, Ontario

Women in the Arts

Introduction

If, as Simone de Beauvoir pointed out in *The Second Sex*, "culture is the domain in which women have best succeeded in asserting themselves", the contribution of women in the arts deserves careful attention. Moreover, an exploration of individual works of art will shed further light on society's attitudes towards women.

The possibilities for curriculum implementation in this area being almost unlimited, this unit focuses mainly on Canadian artists.

Objectives

- To help students learn more about the women who have made significant contributions to the arts.
- to increase student awareness and understanding of the social and personal pressures brought to bear on all artists.
- to enhance students' understanding of the fact that the arts, as a reflection of the society that produces them, have helped to perpetuate attitudes of sex-role stereotyping.

Background

The following introductory material looks at the history of women's involvement in the arts in Western civilization in general, and at the same time narrows in on the Canadian scene to examine parallel and contrasting developments.

Any discussion of the arts is necessarily complex because the field covers so many different disciplines. These include: music and the many professions it encompasses (singing, playing, composing, conducting, etc.); writing; dance (including choreography); painting; sculpture; and filmmaking, which combines an enormous number of disciplines and talents.

There is a popular myth that writing is the ideal pursuit for a married woman. It is something she can safely do within the confines of the home, in her "spare time". This is an idea that needs realistic assessment, although it is true that some of the arts that women participate in today emerged quite naturally out of the home situation. Pottery, weaving, candle-making, and sewing are examples, although, on the whole, they are considered to be among the "minor" arts. In this field, now known as handicrafts, women have certainly participated, as far back as recorded history will indicate. The creation of tools and utensils for household tasks and of garments for the protection of the human body inevitably led to the search for better and more functional design and then on to what is evidently a basic human drive – the desire to decorate, either oneself or one's possessions. As civilization became more complex and sophisticated, these skills came under the control of men, and exclusive guilds were formed to protect the artisans and their standards.

Women have been allowed to act and dance in most periods of history. They have participated in the "mysteries of the temple" in many religions, but almost always fulfilled functions that supported a male-dominated hierarchy.

Women were members of the troops of vagabond players that wandered across Europe through the centuries. Although in early times these travelling actors constituted the solid citizen's chief source of entertainment, they were nevertheless regarded as undesirable characters and outcasts.

By the end of the seventeenth century, it was possible for upper class European women to participate in the arts to some degree. Being able to write a pretty hand, compose light verse, do fine stitching, sing, play the piano, and sketch were all considered genteel, feminine accomplishments. Such undertakings were confined largely to the upper class because its members were the only ones with the leisure time to indulge in such pursuits and the only women to have received even a modicum of education.

However, the woman who painted highly accomplished water colours was not expected, and did not expect, to receive professional or public recognition. Naturally, there were exceptions to the rule and some women were held in high esteem in their time by others in their field and the very small percentage of the population that was even aware of the arts.

In the past, women writers have often felt obliged, because of social pressure or simply because publishers would not take women seriously, to publish under a male pseudonym. (George Eliot is a famous example.)

Mary Wollstonecraft, perhaps the first modern feminist, was intelligent and educated, and insisted on exercising her intelligence and education right in the midst of the society that oppressed her as a woman and artist. Although her ideas and perceptions were formulated in the seventeenth century, their relevance to today's problems is illustrated in Germaine Greer's *The Female Eunuch*. Her daughter, Mary Wollstonecraft Shelley, was the author of the famous novel *Frankenstein*.

Generally, the experience of women in the arts in Canada parallels that of women in other parts of the Western world.

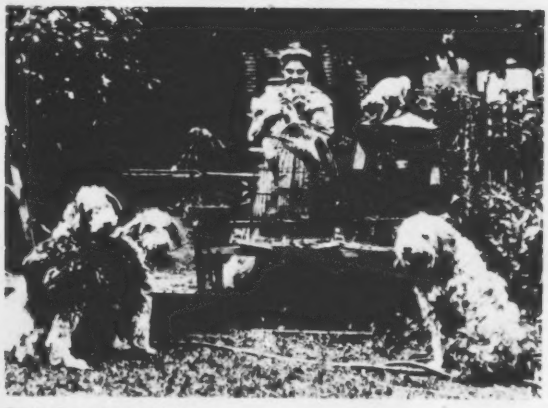
Among the original inhabitants, Indian women decorated clothing and other essential domestic articles with highly original and intricate embroideries worked in dyed porcupine quills and, later, glass beads. Sculpture, however, was dominated by men where it formed part of the culture, as among the West Coast tribes of British Columbia. The same seems to be true of early Inuit art; sculpture or carving was mainly done by men. Religious objects were most often made by the shaman, whereas objects

Shooting the Rapids *by Frances Hopkins, c. 1869*
(Public Archives of Canada)

Kenojouak, Inuit artist
(Courtesy of Canadian Eskimo Arts Council)

Denise Pelletier in The Gingerbread Lady, *1974*
(Courtesy of Andre Le Coz and the Saidye Bronfmann Theatre)

Pauline Johnson, 1862-1913
(Ontario Provincial Archives)



Emily Carr, 1891-1945
(Public Archives of Canada)

intended for pleasure or amusement (toys, for example) were carved by the other men. In many of the communities eminent sculptors were acknowledged and honoured as artists.

As in Europe, when the settlers began to arrive it was the upper class women, the women who had some education and leisure time, who made the largest contribution at the outset. Women like Lady Simcoe and the wives of various governors general made an invaluable contribution to the history of this country. Trapped in the wilderness but protected by every luxury that the times could afford, these women gave eloquent expression to the impact that this incredible continent had on them, in the form of numerous diaries, letters, drawings, and paintings – most of them intended for friends back in Europe.

Very few of these women thought of publication; they were merely trying to communicate what they were experiencing to minds that could understand them. There were exceptions, of course. Frances Ann Hopkins only began to paint seriously after she arrived in Canada as the wife of the chief factor (agent) for the Hudson's Bay Company. When she returned to England, her canvases were exhibited at the Royal Academy.

Two of our most celebrated pioneers, the sisters Susanna Moodie and Catherine Parr Traill, were driven to write by loneliness and the liveliness of their minds and interests. It is almost ironic that while today's artists have to seek out solitude to find the physical and emotional space that permits them to develop their art, earlier practitioners were almost overwhelmed by solitude and often turned to the arts to keep themselves "civilized" and sane.

Moodie and Traill were far from protected. They were not members of the upper class, but products of the emerging European middle class. They were, however, "gentlewomen". While coping with survival in the wilderness, growing numbers of children, husbands who were often absent, and back-breaking chores, they found the need to communicate stronger than the need for rest and, incredibly, found time to write, to gather specimens of the local flora, to draw, and to annotate, continually describing and commenting on their new environment.

As settlements grew, life developed beyond the struggle for mere survival. There was a little more affluence and certain luxuries began to trickle across the ocean from Europe. A woman who could play the piano became invaluable, both as an entertainer and as a teacher who could pass along the skill to the younger generation. Times, however, were hard for all but the most fortunate. Books were hard to come by, especially in the more remote communities, and anybody who had one was expected to share it.

Women started to get together in the tiny isolated settlements as well as in the cities. They started by forming "literary societies", "book clubs", and afternoon clubs to discuss "world affairs". Many of these cultural get-togethers gradually became hotbeds of radical thought, with discussion centring on such controversial issues as temperance and suffrage. Women speakers were invited in and listened to intently. It was at just such a gathering that Nellie McClung, as a very young woman, first became aware of the need for women to have the vote. From such modest beginnings women went on to achieve the right to vote, to effect a change in the law that granted them legal status as "persons", and to fight for the right to become journalists, doctors, lawyers, architects, or whatever else talent or interest inspired them to be.

Nellie McClung started her writing career because she wanted to supplement the family income. She entered a short story contest, was encouraged to write a novel, did so, and shortly thereafter became a best-selling author in both Canada and the United States. She differed from the earlier diarists and letter-writers in that she was not *sending back* impressions to the homeland. She was writing about people in her own life for people who were sharing the same kind of life. When she eventually decided to participate in politics, her power and feasibility depended directly on her fame as an author. The fact that her name was known and respected gave increased credence to the causes she espoused.

The women who helped to secure the essential, fundamental rights were followed by those who dared to venture into new ground to express their talent and achieve their potential.

There were women who ran hospitals (Dr. Emily Stowe), women who founded ballet companies (Celia Franca), women who managed theatres (Marigold Charlesworth, Jean Roberts), women who became curators and directors of art galleries and museums (Jean Sutherland Boggs, Dr. Hsio-Yen Shih), and women who pursued careers in politics (Flora MacDonald, M.P.) – at whatever level their capacities allowed them to reach.

In the past, most Canadian films, drama, ballet, literature, and vocal music have dealt with men and women within the framework of familiar stereotypes, no matter what crisis or dilemma they were struggling with in the context of the work. More recently, particularly in popular music and fiction, there has been a definite tendency to move away from the old stereotypes.

Filmmaking is a fairly recent addition to the arts scene. It is becoming more and more important for women. Because films are a popular art form, they can have more influence on our lives than most of us realize. A powerful visual presentation can affect the way we per-

ceive ourselves and can direct us to adapt ourselves to the filmmaker's perception of us. In this way, films are related, in influence, to advertising.

Women are becoming more and more involved with the process of making films and are stepping from the sidelines into the mainstream of producing and directing. In France, Agnes Varda's films have dealt almost exclusively with women in a state of personal crisis. In *Hiroshima, Mon Amour* Marguerite Duras developed a simple love story far beyond the scope of a painful love affair between people of two cultures. Mai Zetterling of Germany is currently working on a seven-hour adaptation of Simone de Beauvoir's *Second Sex* for French television. In Italy, Lina Wertmuller is tackling vastly ambitious themes, exploring social and moral problems of immense interest and importance in a style that is totally personal and original. In Canada, Beryl Fox has recently completed *The Visible Woman*, a film that chronicles the history of Canadian women from 1850 to 1970.

In conclusion, it must be stressed that the path that the artist – man or woman – is called upon to follow is most often a long, difficult, and lonely one. We are not talking about hobbies here, which are peripheral to the arts and undertaken for relaxation and one's own personal pleasure and satisfaction. The artist is a person who is totally dedicated to a particular discipline and engaged in a lifelong struggle to achieve excellence within the sphere of his or her own private vision. The stresses and sacrifices imposed by this sort of dedication are enormous and relentless.

Some Canadian Artists

The following list cites four artists in each field and is intended as a starting point for brainstorming and research. It indicates that many Canadian women have made outstanding contributions to the arts in Canada and indeed, in the world.

Painting

Marie-Cecile Bouchard
Emily Carr
Frances Ann Hopkins
Kenojuak

Sculpture

Anne Kahane
Maryon Kantaroff
Frances Norma Loring
Florence Wyle

Music

Vocalists

Angèle Arsenault
Maureen Forrester
Anne Murray
Buffy Sainte-Marie

Composers

Beverly Glenn-Copeland
Norma Beecroft
Rita MacNeil
Sylvia Tyson

Instrumentalists

Liona Boyd
Erica Goodman
Sheila Henig
Mireille Lagacé

Dance

Dancers

Irene Apinée
Judy Jarvis
Ludmilla Lvova
Veronica Tennant

Choreographers

Ludmilla Chiriaeff
Ann Ditchburn
Celia Franca
Lilian Jarvis

Theatre

Actors

Domini Blythe
Geneviève Bujold
Barbara Chilcott
Denise Pelletier

Directors

Marigold Charlesworth
Joy Coghill
Dora Mavor Moore
Jean Roberts

Playwrights

Carol Bolt
Sarah Anne Curzon
Patricia Joudry
Beverley Simons

Filmmaking

Marie Dressler
Beryl Fox
Alanis Obomsawin
Bonnie Kreps

Literature

Prose

Margaret Atwood
Marie-Claire Blais
Lucy Maud Montgomery
Catherine Parr Traill

Poetry

Anne Hébert
Pauline Johnson
Dorothy Livesay
Gwendolyn MacEwen

Strategies

1. Crafts in the local community

A study of the role and participation of women in the crafts of the local community can be developed around the following strategies:

- Invite a local craftswoman to the school to demonstrate her craft and discuss it. Stress the personal satisfaction of the creative experience.
- Conduct a survey of the different crafts practised in the community. Have students
  - prepare a questionnaire,
  - collect data (type of craft, reasons for taking up the craft),
  - prepare reports analysing the reasons for participation in crafts and the effects of such participation on the women concerned.

2. Painting and sculpture

Using slides, pictures, or the artefact itself, examine paintings and sculptures done by and about women. Have students

- explore women's views of society or women's values as revealed in the art of men and women. Is there a "women's view" or are the views of individual women as varied and as universal in their fundamental perspective as the views of individual male artists?
- explore the ways in which the works of art reflect characteristics and roles assigned to women. Do the works of art reflect changing attitudes towards women in different periods of time?

One effective technique for evaluation is to present students with a photograph of an unfamiliar painting or sculpture by one of the artists studied and have them identify the artist and discuss whether the work of art reveals the character of the artist and the influences of the environment on his or her work.

3. Popular songs

Have students listen to songs composed or sung by women to make them aware of the varied contributions of women as composers and singers.

Discuss songs about women and make the discussion the basis of a study of stereotyped descriptions of women. Songs could include the following: "Sundown, Cotton Jenny" (Gordon Lightfoot), "You're Having My Baby" (Paul Anka), "Where You Lead" (Carole King), "The Girl That I Marry" (Frank Sinatra).

Have students identify songs that they feel present stereotyped views of men.

This issue of role stereotyping could be explored through the following questions and activities.

- In these songs, what types of women seem to appeal to men?
- What kind of behaviour do women expect of men?
- Songs such as Helen Reddy's "I Am Woman" and Angèle Arsenault's "Half the World Is Woman" depict women as individuals who are capable and individualistic. Why are such songs popular? Why do they exist side by side with songs such as "Where You Lead"?
- What are the negative/positive consequences of stereotyping? What effect do these consequences have on your daily life? Should popular songs affect your behaviour?
- Write your own lyrics for "Free to Be... You and Me" or "You Are a Child of the Universe".
- Listen to your favourite radio station for a certain length of time. Record the following information.

Artist	Song title	Stereotype presented (male or female)

From the data gathered, indicate

- the percentage of female/male artists,
- the types of stereotypes presented.

- Do composers and/or singers have a responsibility to reflect current social attitudes?
- Rewrite the lyrics of a song, eliminating the sex-role stereotypes of the original.

4. Films

Have students view a number of films produced by women. Analysis of the various production functions will indicate that women are presently active as directors, producers, editors, script writers, actors, and camera and sound technicians. The films listed at the end of this section (see pp. 61-64) could serve as a starting point.

- Have students analyse the films using the following chart. Conduct a similar analysis of one or two other films they have seen recently.

Film Title:

	Male	Female
Major roles		
Minor roles		
Specific production credits		

- Discuss the following quotes from "Women in Film" by Barbara Halpern Martineau.

> Weak or strong, young or middle-aged, mostly attractive but sometimes worn down or overripe, women are shown in relation to men—as supports, threats or challenges, but hardly ever in their own rights, as independent persons in relation to their work, their drama, or other women. ...
>
> Films have had, and will continue to have, far-reaching effects on consciousness about women's roles and identities. It is therefore crucial for women to gain wider control over the way they are made and distributed.[1]

5. Fairy tales

Read aloud or have students recount traditional fairy tales such as *Sleeping Beauty*, *Rapunzel*, *Cinderella*, and *Snow White*. Find the main elements of the plots (a beautiful young girl in trouble, a handsome prince who rescues her, a jealous old lady who tyrannizes her) and discuss them. The following questions and activities could form the basis of this analysis.

- Is it important to be beautiful and handsome?
- Who is in need of rescue? Who inevitably comes to the rescue? Could the young woman sometimes help herself? Could she, in fact, have been the rescuer? Should she have attempted to act differently? What image of young men is presented as ideal? Discuss the effects of such images on boys and young men.

1. Barbara Halpern Martineau, "Women in Film", *Communique*, May 1975, pp. 32-35.

– How are old women depicted in most of these stories? Is it an accurate description of most old women you know?
– Have students read a number of non-stereotyped fairy tales such as *The Practical Princess* (Jay Williams, *Parents' Magazine*, 1969) and discuss the similarities and differences between them and the traditional fairy tale

6. Nursery rhymes

Have students recite well-known nursery rhymes such as "Mary Had a Little Lamb", "Little Bo-Peep", "Little Jack Horner", "Little Miss Muffet", "Four and Twenty Blackbirds". Identify and discuss the differences between the male and female characters – their appearance and dress, their actions and reactions. Discussion could be based on the following questions:

– How are the little girls/boys dressed in the nursery rhymes?
– What are some of the things that girls/boys do in the nursery rhymes?
– Are the boys having more fun, doing more interesting things? Are the boys stronger and more clever? Do boys help girls? Do girls help boys? Do boys ever cry or become frightened? Do girls ever cry or become frightened?
– Do you think that boys and girls are realistically portrayed in nursery rhymes? What motives lie behind these portrayals?

7. Drama

Student investigation into the history of drama might begin with questions such as the following:

– What are some of the great roles for women in drama?
– How did social conditions in a given period/place affect the role of women in the theatre?
– Why have most of the recognized playwrights been men?

8. Student art

Have students create a self-portrait (interests, feelings, hobbies) using a medium of their choice (painting, collage, sculpture, music, dance, poetry, etc.). Discuss the similarities and differences in the girls' and boys' portrayal of themselves. Do students feel that stereotypes are inhibiting their self-perception and self-expression? If so, what can or should be done about this?

– Have students create and illustrate a non-sexist children's story or fairy tale. Discuss the issues raised during the production and the criteria used to decide what constituted a stereotype.
– Through an essay or collage have students portray the lives of women and men in the year 2000, concentrating on whether or not sex-role stereotyping will be a factor of daily life.
– Have students take pictures of men and women, focusing on hands, eyes, and feet. Is it possible to identify the sex of the person by looking only at the hands, eyes, and feet? Discuss. Compare with photographs used in commercials. Have students discuss their findings in relation to stereotyped views of male/female hands, eyes, feet.
– Have students write a song expressing a feminist viewpoint and one expressing a strong belief in the appropriateness of specific roles for men and women. Which type of song did students find more difficult to create? Why?

9. Role-playing

(a) "Mother as artist"

Students at almost any level can role-play within the following outline. The part of Mother should be played by both boys and girls.

Mother is at home, she is an actress trying to learn her lines or a writer trying to squeeze out a few paragraphs. She is interrupted, time and time again: the father comes home from work, a door-to-door salesperson knocks at the door, granny calls up for a chat, a dog or a cat needs to be fed or let out. Mother deals with all these things, sometimes successfully, sometimes not. The point of the exercise is to let as many students as possible experience the kind of concentration that is demanded of Mother and the stresses and frustrations and mixed emotions that she is called upon to endure. To make the exercise more than just "play-acting" or a speculative intellectual experience, it is essential that the student who plays Mother attempt to carry on a real activity: if she is a writer, she must seriously try to write something; an actress should be trying to memorize something. She should be allowed some periods of respite to get on with her task.

When the teacher calls a halt to the skit, Mother has to recite her lines or read what she has written to show what she has managed to achieve. The class should then criticize her output. This is where the real value of the exercise lies. Mother cannot exonerate herself by making excuses, she must face the fact that publishers, directors, and the general public are not interested in bad performances or the reasons for them.

This exercise can be repeated without the risk of boredom, as different students will bring different personalities to the role. It could be a good basic exercise to preface all further investigation into art and artists, and particularly woman artists.

(b) Career and social expectations

Students would have to be at least at the Intermediate level to undertake the following skit.

There is a very important school dance coming up, perhaps the final dance for the graduating class. Our heroine has a particularly close boyfriend and naturally they both want to attend the dance. The girl wants to be a dancer, or a writer, or a painter – whatever. She has just learned that to get into the school of her choice she must write a fifteen-page essay explaining why she feels the school should accept her. There is a deadline on this essay and it conflicts directly with preparations for the dance and the dance itself. The girl feels that her future depends on writing the essay, and on writing it well.

Her boyfriend puts pressure on her to persuade her to let it slide and go to the dance with him. So do her girlfriends whose ambitions are not as strong as hers or who are not under pressure at the time. Her mother may also be pressuring her to go for sentimental and social reasons, although her father or brother try to take her side and encourage her to get on with her life instead of sacrificing it to conventional expectations.

After the students have presented the skit, questions such as the following could start the discussion

- Is this situation representative of the students' own experiences?
- In the situation presented, what action should the girl take?
- If a boy were in the same quandary, would his reponses be the same? Would the same pressures apply?

10. Guest artists

Whenever possible, try to invite practitioners of the arts into the classroom to talk with the students. The students should undertake a thorough background study of any artist who accepts an invitation.

Encourage students to be on the alert for artists who may be passing through the community or abiding in it for a period of time. Encourage the students to do their own investigation and soliciting and to work with the teacher/principal in organizing a visit to the school.

If an artist agrees to visit, ask her to keep the age and interest level of the studehts in mind; you might also ask her to suggest an exercise that would benefit the class. Most artists have friends who are also artists and maintain some connection with "the artistic community", so it is quite possible that a visitor to the classroom from any one of the arts might suggest another artist. Try to enlist the help of one visitor to get another.

11. Dance

If possible, invite a senior dance student to your school. Even better, if a dance company is visiting your area, see if you can persuade a member of the group to visit your school. Ask the dancer if he or she will "work out" with the top all-round girl and boy athletes of your school. Students will be amazed at how hard the kind of athlete they are familiar with has to work to keep up with the dancer. This discovery should help to dispel any myths about the fragility of ballet dancers and drive home the sort of unrelenting discipline needed.

12. Case studies

Have students concentrate on one specific artist. Emily Carr would be an ideal case study in terms of the overall aims of this document. She was a woman, she was original, and she ultimately achieved international acclaim. "She has been called a genius and like all geniuses, she overflowed and outran her time." The road to achievement was long and difficult for her. A study of the choices she had to make along the way could be very valuable and illuminating. Her social environment was more rigid than ours but contained recognizable parallels. The literature on her is varied and extensive; she wrote extensively herself, and reproductions of her paintings are easily available.

Have students undertake an examination of her life and career, using the materials listed under Painting (p. 63).

Resources[2]

General

Bannerman, J. M. *Leading Ladies: Canada*. Rev. ed. Belleville, Ont.: Mika Publishing, 1977. *Book*. $20.00.

Festival of Women and the Arts. Ontario Scene Series. OECA, BPN 130303. Colour, 60 min. Unlimited. *Videotape*.

Gwyn, S., ed. *Women in the Arts in Canada*. Ottawa: Information Canada, 1971. *Book*. $1.50.

Innis, Mary Quayle, ed. *The Clear Spirit: Twenty Canadian Women and Their Times*. Toronto: University of Toronto Press, 1966. *Book*. Hard cover $12.50, soft cover $4.95.

MacEwan, Grant. *And Mighty Women Too: Stories of Notable Western Canadian Women*. Saskatoon: Western Producer Prairie Books, 1975. *Book*. Hard cover $10.00, soft cover $5.00.

Matheson, G., ed. *Women in the Canadian Mosaic*. Toronto: Peter Martin Associates, 1976. *Book*. Hard cover $12.00, soft cover $5.95.

National Council of Women of Canada. *Women of Canada: Their Life and Work*. Ottawa: National Council of Women of Canada, 1975. *Book*. $4.50.

University of Victoria, B.C. *Creative Canada: A Biographical Dictionary of the Twentieth-Century Creative and Performing Artists*. 2 vols. Toronto: University of Toronto Press, 1971–72. *Books*. $15.00 each.

Women in Canada. See, Hear, Now! Library of Canadian History Series. Prentice-Hall of Canada, 1974. Filmstrips, cassettes, booklet. *Kit*. $63.30.

Women in the Media. Ontario Scene Series. OECA, BPN 130302. Colour, 60 min. Unlimited. *Videotape*.
A panel discussion that took place during the Festival of Women and the Arts, held in Toronto in June 1975.

The Women's Kit. Ontario Institute for Studies in Education, 1974. Filmstrips, slides, cassettes, records, photos, posters, newspaper clippings, booklets. *Kit*. $59.50.

2. In this section, Women in the Arts, the various types of resources – books, films, kits, etc. – are grouped together and classified according to art form. (A book and a film on painting, for example, are both listed under Painting.) The nature of each resource is indicated in the entry in italics.

Crafts

Abrahamson, R. *Crafts Canada: The Useful Arts*. Toronto: Clarke, Irwin, 1974. *Book*. $19.95.

Patterson, N. L. *Canadian Native Art: Arts and Crafts of Canadian Indians and Eskimos*. Toronto: Collier Macmillan, 1973. *Book*. $12.50.

Dance

Ballet Adagio. National Film Board, 1971. 16 mm, colour, 10 min. *Film*. $115.00.
This ballet is performed by Canadian dancers Anna Marie and David Holmes.

Dance Class. National Film Board, 1971. Directed by Joan Henson. 16 mm, colour, 9 min. *Film*. $85.00.

Varley, Gloria, and Varley, Peter. *To Be a Dancer: Canada's National Ballet School*. Toronto: Peter Martin Associates, 1971. *Book*. $7.50.

Whittaker, H. *Canada's National Ballet*. Toronto: McClelland and Stewart, 1967. *Book*. $7.95.

Drama

Bolt, C. *Red Emma*. Toronto: Playwrights Co-Op, 1974. *Book*. $3.00.

Brissenden, C., ed. *Canadian Playwrights of the 70's*. Toronto: Fineglow Plays, 1973. *Book*. $3.00.

Grant, Diane, and Company. *What Glorious Times They Had: Nellie McClung*. Toronto: Simon and Pierre Publishing Co., 1974. *Book*. $4.95.

Improv. National Film Board, 1971. 16 mm, colour, 19 min. *Film*. $210.00.
Twelve actors from across Canada work together in various improvisations and discuss their work.

The Make-Believer: Tanya Moiseiwitsch. OECA, BPN 118301. Colour, 30 min. *Videotape*. Expiry date: May 28, 1979.

Mrs. Ryan's Drama Class. National Film Board, 1969. 16 mm, b/w, 35 min. *Film*. $150.00.
An experiment in free dramatic expression conducted with a Toronto class of 8- to 12-year-olds.

Ryga, George. *The Ecstasy of Rita Joe*. Vancouver: Talonbooks, 1970. *Book*. $3.00.

Filmmaking

After the Vote. Bonnie Kreps, 1969. 16 mm, b/w, 15 min. Distributed by Canadian Filmmakers' Distribution Centre. *Film*. $150.00.
A feminist documentary focusing on women's rights, with particular reference to Canadian facts and statistics.

Appleorange Tree. Louise Chenier, 1972. 16 mm, b/w, 10 min. *Film*.
A girl who posed for a photographer doesn't recognize herself in the pictures.

Auchterlonie, B. "Joyce Wieland: The Far Shore". *Art Magazine* 7, December 1975, pp. 6-11. *Article*.

Dance Class. National Film Board, 1971. Directed by Joan Henson. 16 mm, colour, 9 min. *Film*. $85.00.
This film features the Toronto Dance Theatre.

Dawson, B. *Women's Films in Print: An Annotated Guide to Films Made by Women*. San Francisco: Booklegger Press, 1974. *Book*. $3.00.

Fine Feathers. National Film Board, 1968. Directed by Evelyn Lambert. 16 mm, colour, 5 min. *Film*. $60.00.
An animated film about a loon and a bluejay who want a "new look".

Haskell, M. *From Reverence to Rape: The Treatment of Women in Movies*. New York: Holt, Rinehart and Winston/Penguin Books, 1974. *Book*. Hard cover $10.00, soft cover $3.95.

Joyce Wieland. Judy Steed, 1972.
In this film, filmmaker Wieland explains her motivation and mode of working.

The Loon's Necklace. National Film Board, 1950. Directed by Judith Crawley. 16 mm, colour, 11 min. *Film*. $68.97.
This well-known film depicts the legend that attempts to explain the black band around the loon's white neck.

Maryon Kantaroff. Solveig Ryall, 1972. 16 mm, b/w, 18 min. *Film*.
Documentary on the sculptor and her works.

Rosen, M. *Popcorn Venus: Women, Movies and the American Dream*. New York: Avon Books, 1974. *Book*. $1.95.

Smith, S. *Women Who Make Movies*. New York: Hopkinson, 1975. Illus. *Book*. Hard cover $9.95, soft cover $5.95.

The Visible Woman. Federation of Women Teachers' Associations of Ontario, 1975. Directed by Beryl Fox. 16 mm, colour, 30 min. Distributed by the Federation of Women Teachers' Associations of Ontario and Marlin Motion Pictures. *Film*. $375.00.
The history of women's rights in Canada from 1860 to 1975; this film may be borrowed from the Federation of Women Teachers' Associations free of charge; it may be purchased from Marlin Motion Pictures (see list of distributors, pp. 84-86) for the price quoted above.

Literature

Fairy tales

Williams, J. *Petronella*. New York: Parents' Magazine Press, 1973. *Book*. $5.95.
In this refreshing fairy tale a princess bravely shapes her future instead of passively awaiting her fate.

_____. *The Practical Princess*. New York: Parents' Magazine Press, 1969. *Book*. $5.95.

Literary biographies and commentaries

Atwood, M. *Survival: A Thematic Guide to Canadian Literature*. Toronto: House of Anansi, 1972. *Book*. Hard cover $8.50, soft cover $3.95.

Frye, N. *The Bush Garden*. Toronto: House of Anansi, 1971. *Book*. Hard cover $9.95, soft cover $3.95.

Gillen, M. *The Wheel of Things: A Biography of L.M. Montgomery*. Toronto: Fitzhenry & Whiteside, 1975. *Book*. $9.95.

Greene, M.L. *The School of Femininity*. Toronto: Musson, 1972. *Book*. Hard cover $8.95, soft cover $3.95.

Hind-Smith, J. *Three Voices*. Toronto: Clarke, Irwin, 1975. *Book*. $6.95.

Jones, D.G. *Butterfly on Rock*. Toronto: University of Toronto Press, 1970. *Book*. Hard cover $8.50, soft cover $3.50.

Klink, C., ed. *A Literary History of Canada: Canadian Literature in English*. Toronto: University of Toronto Press, 1965. *Book*. $25.00.

McClung, M.G. *Women in Canadian Literature*. Women in Canadian Life. Toronto: Fitzhenry & Whiteside, 1977. *Book*. $4.95.

McClung, N. *In Times Like These*. Toronto: University of Toronto Press, 1972. *Book*. Hard cover $10.00, soft cover $2.95.

McCullough, E. *The Role of Women in Canadian Literature*. Toronto: Macmillan, 1975. *Book*. $3.25.

Montgomery, L.M. *The Alpine Path: The Story of My Career*. Toronto: Fitzhenry & Whiteside, 1974. *Book*. $6.50.

Moodie, Susanna. *Roughing It in the Bush*. Toronto: McClelland and Stewart, 1962. *Book*. $1.95.

Pacey, D. *Creative Writing in Canada*. Toronto: McGraw-Hill Ryerson, 1967. *Book*. $3.75.

Smith, A.J.M. *Towards a View of Canadian Literature: Selected Critical Essays 1928–1971*. Vancouver: University of British Columbia Press, 1973. *Book*. $9.00.

Speaking of Books Series. OECA. *Videotapes*.
Robert Fulford interviews various authors and poets.
Constance Beresford-Howe. BPN 109705. Colour, 30 min. Expiry date: Dec. 11, 1978.
Margaret Atwood. BPN 125409. Colour, 30 min. Expiry date: Mar. 7, 1980.
Sylvia Fraser. BPN 125412. Colour, 30 min. Expiry date: Mar. 13, 1980.
Gwendolyn MacEwen. BPN 125410. Colour, 30 min. Expiry date: Mar. 13, 1980.

Story, N. *The Oxford Companion to Canadian History and Literature*. Toronto: Oxford University Press, 1967. *Book*. $24.95.

Thomas, Marlo, et al. *Free to Be... You and Me*. Toronto: McGraw-Hill Ryerson, 1974. Illus. *Book*. Hard cover $8.75, soft cover $5.75.
An illustrated compilation of original stories, poetry, and songs that help adults and children look beyond traditional social and sexual roles.

Toye, W., ed. *The Oxford Companion to Canadian History and Literature: Supplement 1967–1972*. Toronto: Oxford University Press, 1973. *Book*. $11.50.

Warren, B. *The Feminine Image in Literature*. Rochelle Park, N.J.: Hatden Book Company, 1973. *Book*. $4.60.

Waterson, E. *Survey: A Short History of Canadian Literature*. Toronto: Methuen, 1973. *Book*. Hard cover $8.50, soft cover $3.95.

Weaver, R., and Joye, W., eds. *The Oxford Anthology of Canadian Literature*. Toronto: Oxford University Press, 1973. *Book*. Hard cover $13.50, soft cover $6.50.

Woodcock, G. *Odysseus Ever Returning*. Toronto: McClelland and Stewart, 1970. *Book*. $2.50.

Novels

De la Roche, M. *Jalna* Toronto: Macmillan, 1927. *Book* $7.50

Hébert, A. *Kamouraska* Translated by Norman Shapiro. Toronto: Musson, 1973. Hard cover $8.95, soft cover $4.95

Irwin, G. *Contend With Horses* Toronto: McClelland and Stewart, 1969. *Book* $6.96

Laurence, M. *The Stone Angel* New Canadian Library. Toronto: McClelland and Stewart, 1968. *Book* $2.25

_____ *The Diviners* New York: Alfred A. Knopf/Bantam Books, 1974. *Book* Hard cover $8.95, soft cover $1.95

Livesay, D. *A Winnipeg Childhood* Toronto: Penguin Books, 1973. *Book* $6.00

Montgomery, L. M. *Anne of Green Gables* Toronto: McGraw-Hill Ryerson, 1942. *Book* Hard cover $4.95, soft cover $1.50

Munro, A. *Lives of Girls and Women* Toronto: McGraw-Hill Ryerson/New American Library, 1971. *Book* Hard cover $7.95, soft cover $1.25

Wilson, E. *Swamp Angel* Toronto: McClelland and Stewart, 1962. *Book* $1.95

Wiseman, Adele. *Crackpot* Toronto: McClelland and Stewart, 1974. *Book* $10.00

Poems

Atwood, Margaret. *The Circle Game* Toronto: House of Anansi, 1967. *Book* $2.50

_____ *The Journals of Susanna Moodie* Toronto: Oxford University Press, 1970. *Book* $2.25

Gustafson, R. *The Penguin Book of Canadian Verse* Toronto: Penguin Books, 1975. *Book* $2.95

Johnson, E. Pauline. *Flint and Feather: The Complete Poems of E. Pauline Johnson* Toronto: PaperJacks, 1972. *Book* $1.25

Livesay, D. *Collected Poems: The Two Seasons* 2nd ed. Toronto: McGraw-Hill Ryerson, 1972. *Book* Hard cover $14.95, soft cover $6.95

MacEwan, G. *Magic Animals* Toronto: Macmillan, 1974. *Book* Hard cover $9.95, soft cover $5.95

MacPherson, J. *The Boatman and Other Poems* Toronto: Oxford University Press, 1968. *Book* $4.50

Music

Fowke, E., ed. *Canada's Story in Song* Rev. ed. Toronto: Gage, 1965. *Book* $6.95

_____ *Sally Go Round the Sun* Toronto: McClelland and Stewart, 1969. *Book* $6.95, *record* $4.95, book and record $9.95

French, M. P. *Kathleen Parlow: A Portrait* Toronto: McGraw-Hill Ryerson, 1967. *Book* $5.95

MacNeil, R. *Born a Woman: Songs by Rita MacNeil* Toronto: Canadian Women's Educational Press, 1975. *Book* $5.95

Painting

The Art of the Totem Pole National Film Board, 1971. Colour *Filmstrip* $8.00

Bogg, J. S. *The National Gallery of Canada* Toronto: Oxford University Press, 1971. *Book* $27.50

Carr, E. *The Book of Small* Toronto: Clarke, Irwin, 1966. *Book* $2.95
The artist's reminiscences about her childhood and adolescence in Victoria, B.C., give the reader a picture of the times.

_____ *Fresh Seeing* Toronto: Clarke, Irwin, 1973. *Book* $2.50

_____ *Growing Pains: The Autobiography of Emily Carr* Toronto: Clarke, Irwin, 1966. *Book* $2.50

_____ *The House of All Sorts* Toronto: Clarke, Irwin, 1967. *Book* $2.25

_____ *Hundreds and Thousands: The Journals of Emily Carr* Toronto: Clarke, Irwin, 1966. *Book* $12.95

_____ *Klee Wyck* Toronto: Clarke, Irwin, 1941. $2.95

_____ *Pause: A Sketch Book* Toronto: Clarke, Irwin, 1953. *Book* $6.50

_____ Prints of Emily Carr works may be obtained from Canadian Native Prints Limited, 1219 Richards Street, Vancouver, B.C., V6B 3G3

de Pedery-Hunt, D. *Medals* Toronto: Canadian Stage, 1973. *Book* Hard cover $5.95, soft cover $4.95

Dickason, O P. *Indian Arts in Canada*. Ottawa: Information Canada, 1973. *Book*. $6.00.

Dilworth, I., and Harris, L. *Emily Carr: Her Paintings and Sketches*. Toronto: Oxford University Press, 1945. *Book*. $6.00.

Emily Carr. National Film Board, 1971. Colour. *Filmstrip*. $8.00.

Eskimo Artist: Kenojuak. National Film Board, 1963. 16mm, colour, 20 min. *Film*. $210.00.

Farr, D., and Luckyj, N. *From Women's Eyes: Women Painters in Canada*. Kingston, Ont.: Agnes Etherington Arts Centre, Queen's University, 1976. *Book*. $5.00.

Harper, J. R. *Early Painters and Engravers in Canada*. Toronto: University of Toronto Press, 1971. *Book*. $25.00.

Hopkins, Frances Ann. Prints of her paintings ("Les Voyageurs") are available from Commonwealth Advertising Manufacturing Co., 2157 Royal Windsor Drive, Mississauga, Ontario. Box $5.95.

Klee Wyck. OECA: BPN 581219. Colour, 15 min. *Filmstrip*.

Lord, B. *The History of Painting in Canada: Towards a People's Art*. Toronto: NC Press, 1974. *Book*. Hard cover $11.95, soft cover $6.95.

Mount Saint Vincent University Art Gallery. *Some Nova Scotia Women Artists*. Halifax, N.S.: Mount Saint Vincent University Art Gallery, 1975. *Book*.

Murray, J. *Impressionism in Canada: 1895–1935*. Toronto: Art Gallery of Ontario, 1973. *Book*. $5.00.

Neering, R. *Emily Carr*. Toronto: Fitzhenry & Whiteside, 1975. *Book*. $2.50.

Nemser, C. *Art Talk: Conversations With Twelve Women Artists*. New York: Charles Scribner's Sons, 1975. *Book*. $14.95.

Reid, D. *A Concise History of Canadian Painting*. Toronto: Oxford University Press, 1973. *Book*. Hard cover $9.50, soft cover $6.96.

Shadbolt, D. *Emily Carr*. North Pomfrets, Vt.: David and Charles, 1975. *Book*. $7.95.

Tufts, E. *Our Hidden Heritage: Five Centuries of Women Artists*. New York: Paddington, 1974. *Book*. $12.95.

Sculpture

Allinson, B., and Lawrence, J., eds. *Maryon Makes Shapes*. Women at Work Series. Toronto: D.C. Heath, 1975. Illus. *Book*. Set of five in the series $7.56.

In Search of Media: The Art of Sylvia Lefkovitz. National Film Board, 1966. 16 mm, colour, 14 min. *Film*. $175.00.

Loring and Wyle. Christopher Chapman, 1965. 16 mm, b/w, 24 min. *Film*.

Maryon Kantaroff. Solveig Ryall, 1972. 16 mm, b/w, 18 min. *Film*.

Sister, R. *The Girls: Frances Loring and Florence Wyle*. Toronto: Clarke, Irwin, 1973. *Book*. $7.95.

Women as Agents of Change

Most history and political studies texts gloss over or ignore the contributions of women, with the result that students may complete their secondary school education having little or no knowledge of the female involvement in history. This unit focuses on a number of individuals who led movements that sought to bring about political and social change and provides opportunities to study the process of change as reflected in developments surrounding the issue of women's political, social, and economic rights. Because students need to discover that contemporary social patterns have historical roots, a study of these individuals and events should move naturally into or from a study of our contemporary society.

Analysis of the careers of such individuals as Nellie McClung, Emmeline Pankhurst, and Elizabeth Cady Stanton can increase students' awareness of individual potential and of women's commitment to social change in general.

Generally, female students have been presented with few role models in the curriculum. The evolution of a curriculum that accurately depicts the participation of women in the historical/ political process will, therefore, be of particular importance to the female student, at the same time, it will enable the male student to develop a more accurate understanding of the potential roles of both men and women. The material that follows attempts to provide teachers with a framework within which to develop units of study that highlight the roles played by women.

Objectives

- To increase awareness of the particular contribution of women, especially Canadian women, to social and political change.
- to help students understand the forces giving rise to dissent and to change.
- to help students understand the various forms of dissent.
- to encourage the formation of hypotheses and their testing against documentary evidence.
- to make students aware of bias.

Historical Overview

This section presents an historical overview of the role of women in the propagation of liberal ideas and the major social and political developments of the eighteenth, nineteenth, and twentieth centuries.

The publication in 1792 of Mary Wollstonecraft's *The Vindication of the Rights of Women* extended the philosophies expressed in France on the issue of social freedom for women. In the United States, Abigail Adams reminded her husband that the pursuit of life, liberty, and happiness was as natural a right for women as for men. The poet, playwright, and historian Mercy Otis Warren joined Abigail Adams and petitioned the Continental Congress for full political rights for women. In Europe, women played a vital part in the evolution of the Paris Commune of 1870. In the late nineteenth and early twentieth centuries, women such as Rosa Luxemburg, Alexandra Kollontai, and Krupskaya Lenin were active participants in the social upheavals in Russia and Germany. It is due to Clara Zetkin's efforts that a special day of the year (March 8) is designated International Women's Day.

Although the philosophical origin of the women's rights movement can be traced to Mary Wollstonecraft in England, it was in the United States that women first began to organize for political action. There, frontier conditions fostered equality of all kinds, including greater sexual equality in work and social life. Soon, however, expanding urbanization caused these frontier conditions to give way to those more characteristic of European society, which in turn gave rise to a narrower conception of the role and opportunities of women. In any case, while it appeared that American women had inherited the grievances of European women, at least female activism grew more naturally out of their social tradition.

The movement for the abolition of slavery in the United States attracted the participation of women from many economic and social classes. Harriet Tubman, the founder of the Underground Railroad, and Sojourner Truth were ex-slaves, while Harriet Beecher Stowe, Lucretia Mott, Frances Wright, Lucy Stone, Elizabeth Cady Stanton, and Susan B. Anthony were middle-class whites. Because the women encountered continuing opposition from male abolitionists to their equal participation in abolitionist organizations, and because the final achievement of the abolitionist crusade, the Fourteenth and Fifteenth Amendments, enfranchised only former male slaves, the majority of female abolitionists moved into the women's suffrage movement.

In response to the World Anti-Slavery Convention's refusal to accredit women delegates, the Women's Rights Convention was held in 1848 at Seneca Falls, New York. Sponsored by Lucretia Mott, Elizabeth Cady Stanton, Ann McClintock, and Martha Wright, it adopted the Declaration of Women's Rights. One of the rights was, of course, the franchise. Lucy Stone and Susan Anthony were two other women prominent in the ensuing struggle. Women's suffrage was won gradually through persistent political activity over the next seventy years, first in certain western

states, then at the federal level in the form of an amendment to the United States Constitution, and ratification by three-quarters of the state legislatures. Women finally voted on an equal basis with men in the presidential election of 1920.

The women's suffrage movement developed in England between 1900 and the First World War, led by Emmeline Pankhurst, her daughters Christabel and Sylvia, and other women of the upper middle class. It adopted a more militant approach than the movement in North America, using civil disobedience, property damage, marches on Parliament, and hunger strikes. The government responded with arrests, imprisonment, and force-feeding of hunger strikers. Violence erupted in 1913, with one instance of suicide. It should be stressed that more serious acts of aggression were committed by officialdom than by the suffragists.

At the outbreak of the First World War, the movement suspended its agitation and urged women to undertake war work. At the end of the war, the British Parliament extended the vote to women over thirty who occupied or whose husbands occupied property worth at least five pounds a year in rent.

In Canada the movement for suffrage lacked the extreme militancy of the British movement and the organization of the American one. However, it was similar to both in that it sprang from various attempts at social reform. Dr. Emily Howard Stowe founded the first Canadian women's suffrage organization, the Toronto Women's Literary Club, in 1876. It was not until 1883 that its members openly declared their purpose by changing the name to the Toronto Women's Suffrage Association. Parades, study groups, and petitions to the Ontario Legislature set the pattern for later provincial and national organizations such as the Dominion Women's Enfranchisement Association (1889) and the National Union of Women's Suffrage Societies of Canada (1914). The Women's Christian Temperance Union, which had first appeared in Canada in the 1870s and had grown to national status by 1885, gave full support to the idea of political equality. A visit to Winnipeg in 1912 by Sylvia Pankhurst and earlier involvement in other social reform movements inspired Nellie McClung to become one of Canada's most outspoken advocates of women's suffrage. The task was an arduous one and involved many individuals over the years. Federal enfranchisement came in 1918. Nova Scotia, Prince Edward Island, and New Brunswick gave women the vote in provincial elections in 1918, 1922, and 1919, respectively. Quebec waited until 1940. Manitoba, Saskatchewan, and Alberta had granted it in 1916 – and Ontario and British Columbia in 1917.

The efforts of Emily Murphy, who at one point in her career aspired to the federal senate, changed one other aspect of the political history of Canada: in 1929 a decision of the Privy Council in London declared that Canadian women were "persons" under the law and therefore could become members of the Senate. Nineteen months earlier, in April 1928, the Supreme Court of Canada had stated that, by law, women were not legally "persons".

Closely allied to the Canadian and American suffrage movements was the temperance crusade. Many individuals who entered the temperance movement soon realized that the enfranchisement of women was a necessary step to abolition, or stricter control of alcohol. The cheapness and accessibility of alcohol was a very real problem for many women and their children.

Property and family law provided no legal recourse against the perpetually drunken father. Early American leaders for reform were Lucretia Mott and Lucy Stone. The Women's Christian Temperance Union was founded in the United States in 1874, and under the leadership of Frances Willard soon spread across the United States and into Canada. In both nations it became a training ground for individuals aiming for wider women's rights.

Economic and technological changes since the 1950s have led many men and women to once again bring to the fore open discussion of the position of women in today's world society. The publication of *The Feminine Mystique* (1963) and *The Female Eunuch* (1970) by American Betty Friedan and Australian Germaine Greer heralded an avalanche of publications, meetings, marches, and demands for social and legislative change. Although only a minority of women have been actively involved in these activities, the political, social, and economic impact has reached and affected the majority of women and men.

Case Studies

1. Women's Suffrage Movement: United States, Britain, and Canada, 1900–1920

The purpose of this case study is to inquire into the nature, extent, and impact of the use of political power by women to secure the vote in the United States, Britain, and Canada between 1900 and 1920.

Objectives

- To increase students' awareness of the part played by women in political dissent.
- to help students understand more fully certain political concepts: dissent, political culture, political behaviour, decision-making, power, political leadership, and change.
- to make students aware of the value conflict inherent in movements of dissent.
- to give students practice in inquiry, research, problem-solving, and communication skills.

Executive, Canadian Women's Press Club, 1923-26
(Public Archives of Canada)

Laura Sabia, Chairperson of the Ontario Status of Women Council, 1973-76

Juvenile temperance parade, Toronto, 1905
(Public Archives of Canada)

Thérèse Forget Casgrain, Senator, 1970-71
(Courtesy of Bulletin de la Fédération des femmes du Québec)

Strategies

Students can develop and increase their understanding of certain key political concepts through a comparative study of the causes, actions, and results of the women's suffrage movement in the United States, Britain, and Canada.

The following open-ended inquiry questions can serve as a focus for investigation and discussion.

Questions	Concepts
What conditions provoke dissent?	–dissent, change
How can people organize to correct grievances?	–political leadership, political behaviour, decision-making
What political relationships, social conditions, traditions, customs, and values are threatened by dissent?	–political culture, value conflict, compromise, order, the *status quo*, vested interests
What methods can be used to apply pressure for change?	–political behaviour, decision-making, power
How may change be inhibited?	–political behaviour, decision-making, tradition, power
What criteria can be used to measure the achievement of political goals?	–change, justice, progress
What strategies are most effective in accomplishing goals?	–compromise, ideology, values
Under what conditions is activism likely to succeed?	–power, equality, compromise

Inquiry could be initiated by having the class examine a wide range of resources containing material on the motives, the methods of organization, the prominent individuals, and the political activities of factions supporting and factions opposing the female suffrage movements in all three countries. Using these resources, the students could formulate hypotheses in answer to some of the questions given above. The hypotheses could then be tested by research, with students working in groups and reporting their conclusions to the class for discussion and evaluation.

The units could be synthesized at the end in various ways.

- Panel discussions. Each group could be represented by one member; questions such as the following could be discussed.
  - How effective were the methods of organization and political action of the women's suffrage movements?
  - How effective were the women dissenters as political leaders?
  - Why was there more violence in the British movement than in the North American ones?
- A debate. "Resolved that women received the vote more as a result of their contribution to the war effort (World War I) than as a result of the activities of the woman suffragists."

These synthesizing activities could be used to evaluate the progress of the students as well as the effectiveness of the unit. In carrying them out, students will exhibit the extent of their knowledge and appreciation of the part played by women in dissent, the depth of their understanding of the concepts involved, their mastery of inquiry, research, and communication skills, and their ability to identify and resolve value conflicts. The teacher and students could evaluate these items continuously as the study proceeds.

Current newspaper editorials, cartoons, and articles can also be used to evaluate the students' understanding of the political concepts encountered in their study of the historical material.

The following books and films from the resource list given at the end of this section (pp. 72-76) can provide a starting point for investigation: *The Woman Suffrage Movement in Canada*, *Suffragists International*, *Shoulder to Shoulder*, *The Visible Woman*, *Women on the March*. Articles by Tennyson, Thompson, and Voisey in *Ontario History* and *Alberta History* are also useful sources.

2. The "Persons" Case

Few Canadian students realize that Canadian women were not "persons" under the law before 1929. The purpose of this case study is to analyse one significant event in the evolution of the legal/political position of women in Canada.

Objectives

- To investigate the careers of individual Canadian women who were actively involved in women's rights movements in the early twentieth century.
- to analyse the parliamentary process as a means of bringing about change.
- to develop inquiry skills.

Background

In 1929 the Privy Council of England overruled a Supreme Court of Canada decision and declared that under section 24 of the B.N.A. Act women were indeed considered to be persons and were thus entitled to be appointed to the Senate.

The fact that such a ruling had to be made at all may seem incredible today. However, the 1929 decision was the direct result of years of work and determination on the part of one woman, Emily Murphy. Her efforts culminated in a petition that asked for an order-in-council directing the Supreme Court of Canada to rule on a constitutional point in the B.N.A. Act. To submit this petition, Mrs. Murphy needed four other signatures, which she obtained from well-known and respected friends: Nellie McClung, Louise McKinney, Irene Parlby, and Henrietta Edwards. The petition they submitted ultimately led to the favourable Privy Council decision and had a significent bearing on the rights of Canadian women.

Strategies

The following questions and activities may stimulate inquiry.

- Who was Emily Murphy? What incidents in her life led to her determination to have women legally declared persons?
- Research the background of each of the other four women who signed the petition. Give reasons why Emily Murphy selected them to join her campaign.
- What is the legal procedure involved in bringing a petition requesting a revision or interpretation of the B.N.A. Act?
- Using newspaper accounts from March and April 1928 and July and October 1929, write an account of this case as it was presented and argued in the courtrooms of both Canada and England.
- Even if no women were ever appointed senators, why was the winning of the *Persons* case important for the status of women in Canada?
- What are some of the possible reasons why Emily Murphy was never appointed to the Senate?
- Who was the first woman senator? Research her background to ascertain the reasons for her appointment.

Resources that are particularly useful in this study include Isabel Bassett's *Parlour Rebellion*, Mary Benham's *Nellie McClung*, Catherine Cleverdon's *The Woman Suffrage Movement in Canada*, Mary Quayle Innis's *The Clear Spirit*, Donna James's *Emily Murphy*, Grant MacEwan's *... And Mighty Women Too*, and Nellie McClung's *In Times Like These*.

3. Change: International Women's Year, 1975

In a study of change, it is of value to speculate whether a formal celebration focusing public attention on a particular issue can achieve long-lasting results. The issue of women's rights has been highlighted a number of times in history. International Women's Year, 1975, was one such time, and an investigation of it could serve as a useful case study for this area of inquiry because it had stated goals, the political and financial support of the federal and provincial governments, and the support of particular women and women's groups. This study can provide students with an opportunity to develop research skills through an analysis of a project that had specific goals, a defined time frame, and an international, national, and local focus.

Objectives

- To analyse information and reach conclusions concerning the impact of an international celebration on the students' own community.
- to compare local, provincial, and national reaction to a specific event.
- to identify various techniques used in the community to encourage attitudinal change and to evaluate the comparative effectiveness of these techniques.

Background

In December 1972, the General Assembly of the United Nations declared 1975 International Women's Year. The stated goals of the declaration were:

— to promote equality between men and women;
— to ensure the full participation of women in all aspects of national and international life;
— to recognize the contributions of women to the promotion of friendly relations and co-operation among nations and to world peace.

Many nations, including Canada, adopted these goals and proceeded to formulate national programs. Two of the stated Canadian goals were:

— to promote equality for women in all aspects of life; and,
— in particular, to inform and educate the general public of the changing attitudes towards women's roles in society.

Within the federal government, the International Women's Year Secretariat Privy Council was established to co-ordinate various activities. Each province established organizational structures for promoting the goals and spirit of International Women's Year.

At the close of 1975, the following observations were made:

International Women's Year with all its mad trappings and arbitrary folly has finally come to its dismal end....

In Canada what has been achieved in this illusive year of the woman — 1975? Precious little, and as far as legislation is concerned, zero.

Laura Sabia, Chairperson,
Ontario Status of Women Council

Despite numerous criticisms, some think the deliberations, the projects, the buttons and the banners of International Women's Year have done more to increase awareness about the concerns of women in the 70s, than could have been advanced in the same period of time without International Women's Year.

A lot of criticism has been directed at the government about tokenism during International Women's Year, claims that special focus on the concerns of women will end on December 31st. Let me assure you that this will not be the case in Ontario.

The Hon. Bette Stephenson,
Minister of Labour, Ontario

It has proven to be a year of major achievements. Within federal jurisdictions, legislative action has been taken to improve women's position through the introduction of several bills. Bills recently passed which provide for equal treatment of women and men include: amendments to the Canada Pension Plan; an Omnibus Bill amending eight federal acts; and amendments to the Civil Services Insurance Act. As well, there are now before the House several other bills providing for amendments to the Citizenship Act; a Superannuation Amendment Act; amendments to the Criminal Code, particularly as it applies to the treatment of rape victims; as well as the Human Rights Act. Administrative action has been taken in other areas, such as in the provision of equal employment opportunities for women public servants....

It takes courage to put our convictions to work. That is the work that is left to be done. When we no longer allow the stereotypes of roles to dictate our choices and affect our perceptions and those of our children—it is then that women's equality will be achieved.

The Hon. Marc Lalonde, Minister
of National Health and Welfare

Student discussion can centre around the following questions:

- Compare the views expressed in these statements. What factors influenced each of these individuals?
- Did International Women's Year change your views concerning the roles and opportunities available for women and for men? Explain your answer.
- Was International Women's Year a worthwhile undertaking? In your opinion, should it be repeated? Explain your answer.

Strategies

1 Coverage in the local press

Making use of the archives of the local newspapers, have students:

- compare editorials on International Women's Year which appeared in January 1975 and December 1975;
- analyse the coverage given to events/activities involving women and men by using a chart such as the following:

Newspaper:
Section: **Date:**

	Number of Individuals Mentioned	Number of Names in Headlines	Number of Pictures
Male			
Female			

Gather and analyse data on the activities portrayed and on the descriptive terms applied to individual males/females.

Apply this technique to any or all sections of the local newspaper: the front page, the sports pages, the editorial, letters to the editor, advertisements. Have students graph the data collected and identify attitudes shown and any patterns of change.

This activity could involve an entire class, with groups working on different sections of the newspaper. Each group could chart, graph, and arrive at conclusions independently. The data for the total newspaper can be analysed once all the groups have completed the exercise. In conclusion, students could consider the following question:

- To what extent did the proclamation of 1975 as International Women's Year affect your local newspaper?

2 The impact of local organizations on the community

- Have students identify the issues and symbols that appeared during International Women's Year. How were these reflected in the activities of individuals and organizations in their community and/or school?

3 Your school and International Women's Year

Have students discuss the following:

- To what extent did the goals of International Women's Year influence the curriculum and/or activities in your school?
- To what extent will these changes, or lack of change, affect your career and lifestyle?

Refer to the section Sex-Role Stereotyping in the School Environment (p. 77) for specific research suggestions.

Synthesizing Questions

Students should discuss these questions with reference to *their own community*.

- What do you consider to have been the best feature of International Women's Year?
- What do you consider to have been the worst feature of International Women's Year?
- Which event or idea emerging from International Women's Year has the most potential for developing human equality? Explain your answer.
- Should governments attempt to change opportunities and social relationships as the goals of International Women's Year imply?

4. Thérèse Forget Casgrain

If students are to develop the capacity to be effective political leaders, they need to comprehend the complexity of the Canadian political process, its relationship to the many differing value systems that coexist within one nation, and the scope and type of change that one individual can effect.

Objective

- To develop awareness of the role that individuals can play in effecting social change by examining the role of a specific individual in bringing about social, political, economic, and ideological changes.

Strategies

Have students role-play the characters listed below.

These six individuals can serve to highlight a number of issues debated in Quebec since the 1930s.

Develop a set of question cards similar to those given below. These cards can be used in different ways:

- The student, in character, can make a preliminary statement to the class and then engage the class in dialogue.
- The student, in character, can be interviewed by another student who is trying to understand his/her views.
- The six characters could take part in a panel discussion on current issues, responding within the context of their particular historical and philosophical stance.
- Each character could debate an issue identified by the class.

In activities such as those suggested above, it is important that students have sufficient time for research and reflection to become truly involved, intellectually and emotionally, with the characters they represent. It is equally important that sufficient time be provided for the class to analyse what happened during the role-playing so that (a) individuals may separate themselves from the person they represented, (b) all the issues raised may be identified, and (c) behaviour in an intense situation may be analysed.

Thérèse Forget Casgrain:

1. Why did you wish to secure the vote for women in Quebec?
2. From what point of view were women justified in demanding the vote?
3. Why do you think it took so long to secure?
4. What methods did you use to achieve your ends?
5. Is there not a danger that women's obtaining the vote will upset the political *status quo* in Quebec?
6. How would you respond to the argument that "God is the head of man and man is the head of woman"?

Cardinal Villeneuve:

1. Why do you wish to "protect" women from the passions of elections?
2. How do you know that most women do not want the vote?
3. Why would family unity be destroyed by women's ability to vote?

Maurice Duplessis:

1. How did you view the evolution of the women's suffrage movement in Quebec?
2. What do you mean by the statement "The family is the society"?

Abelard Godbout:

1. Why were you prompted to support the women's suffrage movement in Quebec?
2. Was your desire to overthrow the Union Nationale your *only* motive in responding to a well-organized lobby?
3. What do you think will be the long-range benefit for Quebec of women's having the franchise?

Mme

You are the mother of two teenage children, a member of the Catholic Church, and married to a successful businessman. Why have you decided to work actively and openly *in support of* Thérèse Casgrain?

Mme

You are the mother of two teenage children, a member of the Catholic Church, and married to a successful businessman. Why have you decided to work actively and openly *in opposition to* Thérèse Casgrain?

Resources for this unit could include the film *The Visible Woman*, Thérèse Casgrain's *A Woman in a Man's World*, Catherine Cleverdon's *The Woman Suffrage Movement in Canada*, and Jennifer Stoddart's article in *Women in Canada*, "The Woman Sufferage Bill in Quebec".

Biographical Sketches

Nellie Mooney McClung (1873-1951) was one of the first Canadian women who worked both at a provincial (in Manitoba) and at the national level to achieve the suffrage for women. An example of her creative wit in politics was the writing of a play entitled *How the Vote Was Won* satirizing Premier Rodmond Roblin's stand on the issue. The play featured a parliament of women in the throes of deciding whether men should get the vote.

Thérèse Forget Casgrain (1896-) made the greatest contribution to the achievement of suffrage for women in Quebec. Thérèse Casgrain had to combat influential forces in Quebec, among them Maurice Duplessis, the Roman Catholic Church, and Quebec women of conservative tendencies.

Five attempts were made to have legislation passed through the Quebec Legislature between 1928 and 1940 before success was finally achieved. Casgrain was interested in legal reform and pressed the Quebec government to set up the Dorion Commission to investigate reform. Changes ensured the right of women to lay claim to their own earnings and the right to bring law suits without their husbands' consent. Thérèse Casgrain's eloquence at the convention of Women's Institutes of Quebec in 1938 inspired many to support her goal. Her dialogue with the Government of Quebec was facilitated by her radio program "Femina", which provided opportunities to openly discuss the role of women in Quebec.

Lucretia Mott (1793-1880) was ordained a Quaker Minister. This gave her experience as a speaker and organizer, which led her to found the Female Anti-Slave Society. Her home was a station for the Underground Railroad. She attended the 1840 London Anti-Slavery Convention and was instrumental in organizing the Seneca Falls Convention in 1848 which issued a Declaration of Principles on the Goals of Women in the United States.

Emma Goldman (1869-1940) was, philosophically, an anarchist. As an advocate of birth control, she distributed literature on contraception, an activity that, under the laws of the nineteenth century, earned her a jail sentence. Her anarchist sentiments prevented her from joining any organized movement, and so she remained outside women's organizations while supporting many of their goals.

Mary Wollstonecraft (1759-1797) is regarded by many as the first champion of the cause of women – the first who saw the need for women to be identified as human beings. A father who mistreated her mother and a friend who died as a result of the neglect of her husband were formative influences in her life. Mary, like Wordsworth, found it "bliss to be alive" on the threshold of a new age of reform. She was the mother of Mary Shelley, the author of *Frankenstein*.

Beatrice Webb (1885-1943) and her husband Sydney opened the eyes of wealthy Londoners to the conditions of the poor in their city. Beatrice assisted her cousin Charles Booth in writing *Inquiry Into the Life and Labour of the People of London*. She worked in a tailoring shop to experience the life of the working class first-hand and wrote *Pages From a Working Girl's Diary*. Subsequent work included the formation of a Royal Commission on Secondary Education. She was involved in the Fabian Society and founded the London School of Economics. Her political evolution took her from Fabianism to the British Labour Party and Russian Communism.

Annie Besant (1847-1933) rejected many of the established values of nineteenth-century British society. She was not only active in the mainstream of socialism, but was also an advocate of birth control, atheism, and republicanism. She participated in the writing of *Fabian Essays in Socialism* in 1889. As a theosophist, she went to India and worked for Indian independence.

Golda Meir (1898-) was born in Kiev, Russia, and became Prime Minister of Israel at a critical time in its history. After surviving a Cossack cavalry charge, eight-year-old Golda and her parents left Russia for the United States. As a young intellectual she became a Zionist and after marriage moved to Palestine. After living on a kibbutz, she moved to Jerusalem where she became actively involved in politics. During World War II, she was at the centre of the movement for an independent Jewish state.

Abigail Adams (1744-1818), the wife of the second president of the United States, felt very strongly that the delegates to the Continental Congress should include women in their expression of desire for liberty. She predicted a female-led rebellion if women were bound by laws in which they had no voice. Her letter to her husband in this regard warrants examination. She was active in intelligence activities against the British forces.

Harriet Tubman (c. 1820-1913) is perhaps the most famous of the black abolitionists of the nineteenth century. She was responsible for organizing the Underground Railroad which helped slaves escape to the northern United States and to Canada.

E. Cora Hind (1861-1942) worked for the *Winnipeg Free Press* for many years, following a long struggle against the view that women could not be reporters. In the days prior to the Canadian Wheat Board, wheat prices fluctuated considerably. For twenty-five years, Cora Hind's estimates were a major factor in moderating this fluctuation. She spent weeks travelling by train, on horseback, and by buggy across the West, providing accurate estimates of crop production and earning fame as a superior crop inspector and agricultural/marketing reporter. A painting of E. Cora Hind hangs among the portraits of Canadians who distinguished themselves in agriculture at Canada's Royal Winter Fair Building in Toronto.

Emily Stowe (1832-1903) entered the New York Women's Medical School after being refused admission to medical school in Canada. She graduated in 1868 and subsequently became the first woman doctor to qualify for practice in Canada. Her efforts led the University of Toronto to open its doors to women in 1886. She worked to effect reform in factory and health laws and to establish the Married Women's Property Act. In 1876 she founded the Toronto Literary Club, which was in reality a women's suffrage organization.

Margaret Sanger (1883-1966) is one of the most admired and most despised women of the twentieth century. She earned her ambivalent reputation through her almost single-handed efforts to develop and legalize birth control measures in the United States. She felt that awareness of family planning was a basic human right, and made this goal her mission, enduring harassment, persecution, and imprisonment. The death of her mother after giving birth to an eleventh child and her experiences as a nurse in maternity wards in New York City profoundly influenced the development of her ideas.

Marguerite Bourgeoys (1620-1700) came to Canada in 1653 with De Maisonneuve to instruct the children of the settlers and founded the first school in the colony of New France in 1658. Since there were no children in the colony at the time of her arrival, she set about providing some of the numerous other services required by those beginning a new life in a new country, and soon earned herself the title "Mother of the Colony". She made several trips back to France to recruit women who would help her in her work of education. Together, these women formed a community and later took religious vows to become the Sisters of the Congregation of Notre-Dame of Montreal.

Resources

Books, Articles, Reports

Acton, J., Goldsmith, P., and Shepard, B., eds. *Women at Work, Ontario, 1850-1930.* Toronto: Canadian Women's Educational Press, 1974. Hard cover $12.50, soft cover $6.00.
Original articles on women in various occupations. For teachers and senior students.

Aikman, Lonnelle. "Patriots in Petticoats." *National Geographic*, October 1975, pp. 475-93.
An account of the role of women in the American Revolution.

Bassett, Isabel. *The Parlour Rebellion: Profiles in the Struggle for Women's Rights.* Toronto: McClelland and Stewart, 1975. $8.95.

Beard, M. R. *Women as a Force in History.* Toronto: Collier Macmillan, 1971. $1.95.
An account of the educational, political, and social roles of women.

Bearden, Jim, and Butler, Linda Jean. *Shadd: The Life and Times of Mary Shadd Cary.* Toronto: NC Press, 1977. Hard cover $13.00, soft cover $5.95.

Bell, Susan G. *Women: From the Greeks to the French Revolution.* Belmont, Cal.: Wadsworth Publishing, 1973. $4.95.

Benham, M. L. *Nellie McClung.* Toronto: Fitzhenry & Whiteside, 1975. $1.95.

Bishop, Morris. "The Liberation of Mme. de Tencin." *Horizon* 13 (Summer 1971), pp. 54-56.
The experiences of an early heroine of Women's Liberation in eighteenth-century France.

British Columbia, Ministry of Education. *Women's Studies: A Resource Guide for Teachers.* Vancouver: Ministry of Education, British Columbia, 1977.

Buckmaster, Henrietta. *Women Who Shaped History.* New York: Macmillan, 1974. $.95.

Casgrain, Thérèse. *A Woman in a Man's World.* Toronto: McClelland and Stewart, 1972. $8.95.

Chamberlin, Hope. *A Minority of Members: Women in the U.S. Congress.* New York: Praeger, 1973. Illus. Hard cover $10.00, soft cover $2.25.

Cleverdon, Catherine L. *The Woman Suffrage Movement in Canada.* Toronto: University of Toronto Press, 1973. Hard cover $17.50, soft cover $5.95.

Cochrane, J. *Women in Canadian Politics.* Women in Canadian Life Series. Toronto: Fitzhenry & Whiteside, 1977. $2.95.

Coolidge, Olivia E. *Women's Rights: The Suffrage Movement in America, 1848-1920.* New York: Dutton, 1966. $6.95.

Cromwell, Otelia. *Lucretia Mott.* Cambridge, Mass.: Harvard University Press, 1958. $14.00.

Davitt, P., French, C., Hollibaugh, M., and Lebowitz, Todd B. *Never Done: Three Centuries of Women's Work in Canada.* Toronto: Canadian Women's Educational Press, 1974. $3.75.
A study of the history of European women in Canada.

Evans, J. H. "Champions of Change: The Story of Beatrice and Sidney Webb." *International History*, no. 22 (1974).
An analysis of social organization in the nineteenth and twentieth centuries.

_____. "Annie Besant: Impassioned Reformer." *International History*, no. 30 (June 1975), pp. 40-49.
An account of a reformer's activities in nineteenth- and twentieth-century England.

Fawcett, Millicent G. *Woman's Suffrage.* Reprint of 1912 edition. New York: Source Book Press, 1970. $7.50.

Flexner, Eleanor. *Century of Struggle: The Women's Rights Movement in the U.S.* New York: Atheneum, 1968. Illus. $3.95.

Friedan, Betty. *The Feminine Mystique.* New York: Dell, 1975. $1.75.

Giffin, Frederick C., ed. *Woman as Revolutionary.* New York: New American Library, 1973. $1.75.
Twenty-two accounts of women who challenged conventions and changed history, from medieval poet Christine de Pisan to Joan Baez.

Goldman, Emma. *Anarchism and Other Essays.* Reprint of 1910 edition. Port Washington, N.Y.: Kennikat Press/Dover Publications, 1969. Hard cover $10.00, soft cover $2.50.
These selected essays by the famous anarchist deal with prostitution, women's emancipation, suffrage, marriage, and love.

Gorham, Deborah. "English Militancy and the Canadian Suffrage Movement." *Atlantis*, Fall 1975.
This article addresses the question of the relationship between the two movements. Helpful for teachers and senior students.

Greer, Germaine. *The Female Eunuch.* New York: Bantam Books, 1972. $1.95.

Griffiths, Naomi. *Penelope's Web*. Toronto: Oxford University Press, 1976. $3.95.

Gurko, Miriam. *The Ladies of Seneca Falls: The Birth of the Women's Rights Movement*. Toronto: Collier Macmillan, 1974.

Hacker, Carlotta. *The Indomitable Lady Doctors*. Toronto: Clarke, Irwin, 1974. $8.50.

Hatin, Emily. *Once Upon a Pedestal*. New York: New American Library, 1974. $2.25.
History of the feminist movement in the United States.

Hilt, Douglas. "Madame de Stael: Emotion and Emancipation." *History Today* 22 (1972), pp. 833-42.
A writer and activist, Madame de Stael was twice Minister of Finance in nineteenth-century France.

Innis, Mary Quayle, ed. *The Clear Spirit: Twenty Canadian Women and Their Times*. Toronto: University of Toronto Press, 1966. Hard cover $12.50, soft cover $4.95.

James, Donna. *Emily Murphy*. Toronto: Fitzhenry & Whiteside, 1977. $1.95.

Johnston, Jean. *Wilderness Women: Canada's Forgotten History*. Toronto: Peter Martin Associates, 1974. Hard cover $10.00, soft cover $4.95.

Kownshar, Allan O., ed. *Teaching American History: The Quest for Relevancy*. 44th Yearbook (1974). Washington, D.C.: National Council for the Social Studies, 1974.
Teachers are referred to section 4, "The Women's Equal Rights Movement."

Light, Beth, and Prentice, Alison. "Recent Publications in the History of Canadian Women: A Bibliography." The Women in Canadian History Project, Department of History and Philosophy of Education, OISE, Toronto, 1976. (Mimeographed.) $1.00, annotated version $2.00.

Lloyd, Trevor. *Suffragettes International: The World-Wide Campaign for Women's Rights*. Library of the Twentieth Century Series. Thessalon, Ont.: Macdonald, 1971. $2.50.
History of the British suffrage movement in pictures and diary excerpts.

MacEwan, Grant. *And Mighty Women Too: Stories of Notable Western Canadian Women*. Saskatoon: Western Producer Prairie Books, 1975. Hard cover $10.00, soft cover $5.00.

MacKenzie, M. *Shoulder to Shoulder: A Documentary*. New York: Penguin Books, 1975. Illus. $10.00.
A lavishly illustrated account of the personal experiences of British women involved in the suffrage movement. This book is closely tied to the television series of the same title.

Matheson, G., ed. *Women in the Canadian Mosaic*. Toronto: Peter Martin Associates, 1975. Hard cover $12.00, soft cover $5.95.

McClung, Nellie L. *In Times Like These*. Reprint of 1915 edition. Toronto: University of Toronto Press, 1972. $2.95.

Morrison, Isabelle. *Cultural Tradition and Political History of Women in Canada*. Study No. 8 of the Royal Commission on the Status of Women in Canada. Ottawa: Information Canada, 1971. $2.25.

National Council of Women of Canada. *Women of Canada: Their Life and Work*. Reprint of 1900 edition. Ottawa: National Council of Women of Canada, 1975. $4.50.

Nixon, Edna. "Mary Wollstonecraft." *History Today* 20 (1970), pp. 655-62.
Mary Wollstonecraft's views on education for women in the eighteenth century.

Ornstein, W. "Votes for Women: Myths and Reality." *History Today* 18 (1968), pp. 531-39.

Papachrisou, Judith. *Women Together: A History in Documents of the Women's Movement in the United States*. New York: Alfred A. Knopf, 1976. $15.00.

Ray, Janet. *Emily Stowe*. Toronto: Fitzhenry & Whiteside, 1977. $1.95.

Rowbotham, Sheila. *Hidden From History: Rediscovering Women in History From the 17th Century to the Present*. New York: Pantheon, 1973. $7.95.

_____. *Women, Resistance and Revolution: A History of Women and Revolution in the Modern World*. New York: Random House, 1973. $2.45.

Sides, Sudie Duncan. "Southern Women and Slavery." Parts I and II. *History Today* 20 (1970), pp. 54-60 and pp. 124-130.

Stephenson, Marylee, ed. *Women in Canada*. Rev. ed. Toronto: General Publishing Co., 1977. $8.95.
A collection of original articles identifying and explaining some current issues affecting Canadian women. For teachers and senior students.

Tennyson, B "Sir William Hearst, the War, and Votes for Women" *Ontario History*, September 1965, pp 115-121

Thompson, Joanne L "The Influence of Dr Emily Howard Stowe on the Woman Suffrage Movement" *Ontario History*, December 1962, pp 253-66

Tomkievicz, Shirley "The First Feminist" *Horizon* 14 (Spring 1972), pp 114-119
An account of Mary Wollstonecraft's efforts on behalf of women in eighteenth-century England

Voisey, Paul "The Votes for Women's Movement" *Alberta History*, Summer 1975, pp 10-23

Women's Studies Series *Susan B Anthony, Margaret Sanger,* and *Carry Nation* Stockton, Cal Relevant Instructional Materials, 1974 $2 00 each
Three mini-plays, each having a woman as a central character and depicting an event in American history

Newsletters

International Women's Year International Women's Year Secretariat, Privy Council Office, Ottawa, Ontario

UNESCO Bulletin Canadian Commission for UNESCO, 222 Queen Street, Ottawa, Ontario

UNESCO Courier Canadian Commission for UNESCO, 222 Queen Street, Ottawa, Ontario

Films

The Lady From Grey County The National Film Board, 1977 16 mm, b/w, 26 min $255 00 Available on loan free of charge
A portrayal of the personal courage and political achievements of Agnes Campbell Macphail, the first woman to be elected a Member of Parliament in Canada

The Visible Woman Federation of Women Teachers' Associations of Ontario, 1975 Directed by Beryl Fox 16 mm, colour, 30 min Distributed by the Federation of Women Teachers' Associations of Ontario or Marlin Motion Pictures $375 00
The history of women's rights in Canada from 1860 to 1975, this film may be borrowed from the Federation of Women Teachers' Associations free of charge The film may be purchased from Marlin Motion Pictures (see list of distributors, pp 84-86) for the price quoted above

Women on the March National Film Board, 1958 16 mm, b/w, 58 min $230 00
The struggle for women's suffrage in Britain, Canada, and the United States in the nineteenth and twentieth centuries, considered within the social context of the times

Filmstrips

Harriet Tubman Afro-American History Series Encyclopaedia Britannica, 1969 Colour $11 00

Videotapes

The Africa File Series OECA
Schéhérazade to Sélima BPN 105419 Colour, 30 min Expiry date Jan 1, 1980
Beneath the Veil BPN 105437 Colour, 30 min Expiry date Jan 1, 1980
These two documentaries attempt to portray the diversity and complexity of North African society, and to show how the changing role of women has, in some cases, altered the very fabric of that society

Are You Listening Series OECA
In each program Martha Stuart speaks with a group of people who are in some way connected with social change or social problems
Couples in India BPN 134907 Colour, 30 min Expiry date Aug 31, 1980
Jamaican Women BPN 134909 Colour, 30 min Expiry date Aug 31, 1980
Village Women in Egypt BPN 134910 Colour, 30 min Expiry date Aug 31, 1980

International Women's Year, No 2 Ontario Scene OECA, BPN 130301 Colour, 60 min Unlimited
This program looks at a number of women who have made valuable contributions to society

United Nations Encounter, Part 1 OECA, BPN 131001 Colour, 150 min Expiry date June 8, 1980

United Nations Encounter, Part 2 OECA, BPN 131002 Colour, 150 min Expiry date June 8, 1980
International Women's Day, March 8, 1975, was celebrated at the United Nations in New York by a panel of eminent personalities from around the world They discussed the future of men and women in the next quarter of a century

Witness to Yesterday Series OECA
Great women in history, as portrayed by various actresses, discuss their lives with interviewer Patrick Watson
Cleopatra BPN 123903 Colour, 30 min Unlimited
Mata Hari BPN 123907 Colour, 30 min Unlimited
Nell Gwynn BPN 123915 Colour, 30 min Unlimited
Sarah Bernhardt BPN 123917 Colour, 30 min Unlimited
Catherine the Great BPN 123919 Colour, 30 min Unlimited
Queen Victoria BPN 123921 Colour, 30 min Unlimited
Joan of Arc BPN 123923 Colour, 30 min Unlimited
Emma Goldman BPN 123925 Colour, 30 min Unlimited

Lucretia Borgia BPN 123926 Colour. 30 min Unlimited

Catherine de Medici BPN 123928 Colour. 30 min Unlimited

Mary Todd Lincoln BPN 123931 Colour. 30 min Unlimited

Women in Cuba OECA. BPN 133301 Colour. 60 min Unlimited
This film documentary looks at the changing role of women in Cuba

Women's Evolution OECA. BPN 008390 Colour. 20 min Expiry date Sept 19, 1977
Based on Elaine Morgan's book, *The Descent of Woman*, this discussion program looks at women's fight for equality

Audiotapes and Records

But the Women Rose: Voices of Women in American History 2 vols Folkways Records. FD 5536

Great American Women's Speeches 2 LP records $13.96, 2 cassettes $15.96 (Available from Social Studies School Services, 10,000 Culver Blvd., Culver City, Cal.)
Contains speeches by Sojourner Truth, Lucretia Mott, Lucy Stone, Elizabeth Cady Stanton, Susan B. Anthony, and Carrie Chapman Cott, plus the 1848 Declaration

Women in West Africa Near Africa OECA. BPN 550107 30 min
This audiotape examines the role of women in African societies and considers the validity of "women's liberation" in these countries

Kits

Bread and Roses N.C. Multimedia Corporation, 1977 Filmstrip and audio cassette $35.00
A review of the slow recognition of women's rights in Canada, with special emphasis on women in the work force

Women in Canada See Hear Now! Library of Canadian History Series Prentice-Hall of Canada, 1974 Filmstrips, cassettes, booklet $63.30

Women in Revolt: The Fight for Emancipation in Great Britain Clarke, Irwin, 1968 Jackdaw no. 49 $3.50
A collection of documents, letters, pictures, cartoons, and newspaper articles on the women's suffrage movement in Britain for use in the Intermediate and Senior divisions

Women's Movements in Our History J. Weston Walch, 1972 Picture series
A series of pictures of people and events in American women's movements

Women's Rights in the United States Clarke, Irwin, 1974 Jackdaw no. A20 $3.50
A collection of documents, letters, contemporary pictures, cartoons, a song, and expository broadsheets for use in the Intermediate and Senior divisions

Women's Studies: A Multimedia Approach Centennial College of Applied Arts and Technology and OECA, 1978 Videotapes and workbooks
For a detailed description of this kit, see p. 36

Women's Work: America 1620-1920 Prentice-Hall, 1975 Filmstrips and cassettes $95.00
The history of women's rights from colonial America to the 1920s

Organizations

Advisory Council on the Status of Women, Box 1541, Station B, Ottawa, Ontario

National Action Committee on the Status of Women, 40 St. Clair Avenue East, Toronto, Ontario

Ontario Status of Women Council, 801 Bay Street, 3rd Floor, Toronto, Ontario

Women's Programs, Ministry of Labour, 400 University Avenue, Toronto, Ontario

Sex-Role Stereotyping in the School Environment

In *The Child and Society*[1] the authors describe the child as "a raw recruit" on whom the environment exerts its multitudinous influence. One of the major agents of socialization is the school, whose multi-faceted learning environment is of vital importance to the development of the individual. It is therefore logical to assume that this environment should provide every possible opportunity to maximize human potential. In order to encourage an individual to develop as fully as possible, educators must be concerned with the issue of sex-role stereotyping as it pertains to materials, methods, and behaviour.

The study of socialization must then deal with this issue. Students need to be made aware of both the overt and covert influences at work in their school surroundings, and at the same time must begin to understand the processes by which a human being attains membership in society while striving for individual identity.

Many of the "messages" that students receive in school are related to behaviour expectations based on sex roles. These messages come in many forms, ranging from the absence of women in history textbooks to the segregation of males and females for certain activities. All serve to indirectly inform the young person that males are expected to exhibit one set of behaviours, and females another. Internalization of the role expectations for the female involves unconscious internalization of the limitations of these roles. The aim of this unit is to develop student awareness of sex-role stereotyping, the process whereby it is established, and its manifestations and implications in the school environment.

Objectives

- To help students understand the influence of the school environment on the development of an individual with particular reference to sex-role socialization.
- to help identify areas in the learning environment in which sex-role stereotyping is prevalent.
- to assist in the examination of the limitations imposed by sex-role stereotyping.
- to encourage inquiry into the nature and process of human development.
- to encourage the examination of the origin of values in society, especially those related to male and female roles.

Areas for Student Investigation

A. Definition of the term "sex-role stereotyping"

Have students consider the meaning of the word "stereotype." What, in general, are the effects of behaviour expectations based on a stereotype? What is meant by the term "sex-role stereotyping"?

B. Sex-role stereotyping in the school environment

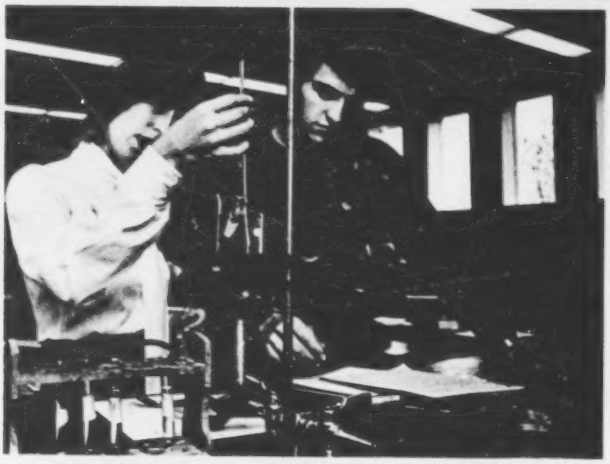
1. Have students examine a selection of readers and textbooks (K-13) and analyse their findings. A chart (showing number of males/females, roles played, etc.) will facilitate this examination. For example, students could analyse the pictures, and complete the following chart:

Picture content	Male	Female
A. Number of times adults are shown		
– in roles inside the home		
– in roles outside the home		
– in authority or leadership roles		
– in subordinate roles		
Total		
B. Number of times children are shown		
– in active play		
– in passive play		
– receiving help		
– giving help		
– being independent of adults		
Total		

The analysis of this information would involve exploration of possible relationships between the findings and the effects of such materials on the development of the self-concept of individual students. The film *Learning to Read Between the Stereotypes*, which shows how males and females are portrayed in children's readers, would be useful in this unit. Additional useful references are *And Then There Were None*, *The Rape of Children's Minds*, *Dick and Jane as Victims*, and *Is Anybody Out There Listening?*

2. In order to raise students' awareness of the hidden messages in films and other visual materials, the film *Big People, Little People* could be shown. In this fantasy, the children run the Big City. The stereotyped concepts of male and female roles can be used to stimulate student discussion.

1. F. Elkin and G. Handel, *The Child and Society* (New York: Random House, 1962), p. 10.



One of the major agents of socialization is the school. It is therefore of major importance that it provide every possible opportunity to develop individual potential

The film *The Fable of He and She* provides messages that could be contrasted with those conveyed in the above film, and can open further avenues for discussion relating to the impact of visual portrayals.

3. Organize a brainstorming session focusing on specific areas of the curriculum where sex-role stereotyping may be in evidence. Possible *general* areas are history, English, and physical education. (Other units in this resource guide would be useful at this point.)

Have students read the goals of education for Ontario and relate the foregoing discussion to the province's philosophy of education. (The goals of education are listed under Rationale in this document, p. 2.)

4. Obtain a copy or copies of the school rules, or the students' handbook.

Have students examine the material for sex bias – male and female – and raise points for discussion.

- Who makes the rules?
- If they are not meeting the needs of the total community, can they be changed? How?

5. Have students collect and graph data on the staffing of the school, recording: sex of each staff member, position held, subject(s) taught, age group(s) taught.

- Do any patterns emerge?
- What conclusions can be drawn?
- To what extent are role models important to students in the development of their own personal aspirations?
- How does this relate to school staffing?

C. Effects of sex-role stereotyping on the individual student

Use the film *I Is for Important* to motivate inquiry and discussion. This film assists educators in identifying sex-role stereotyping in social interaction and emotional expression, within and outside the school setting. Discussion could centre on the following:

- In which episode in the film did sex-role expectations play a significant part?
- Consider the implications of the reinforcement given in each situation.

After discussing the above questions, have students consider the differential treatment of males and females.

- Are girls expected to do better in certain subjects and boys in others?
- When a helper is needed in a classroom, are jobs assigned according to sex?
- Are boys and girls disciplined differently in the classroom?

- Are there individuals in the group – children or teachers – who have had experiences similar to those presented in the film?
- If a teacher approves of very traditional role behaviour, could this have a lasting influence on the behaviour and role concept of students?
- How much influence will the attitudes of the peer group have on an individual's behaviour?
- How important to human development is the need for approval? Relate this discussion to sex-role stereotyping in the school environment.
- Can human potential be maximized in the presence of sex-role stereotyping? (Students can be encouraged to share experiences that they feel are related to traditional sex-role expectations. These need not necessarily be limited to the school environment.)
- Are achievement levels and occupational aspirations affected by sex-role stereotyping? (A questionnaire could be constructed for the purpose of surveying sections of the school population on career or other choices.) What factors affect choice?
- In what ways would the presence of a variety of male and female role models (in learning materials, etc.) affect aspirations? How can such a variety be achieved in the school setting?

Resources

Books, Articles, Reports

Batcher, Elaine, Brackstone, Demaris, Winter, Alison, and Wright, Vicki. *And Then There Were None*. Toronto: Federation of Women Teachers' Associations of Ontario, 1975. $1.00.
A report on readers for Grades 4-6, commissioned by the Status of Women Committee, Federation of Women Teachers' Associations of Ontario.

British Columbia, Ministry of Education. *Women's Studies: A Resource Guide for Teachers*. Vancouver: Ministry of Education, British Columbia, 1977.

Dick and Jane as Victims: Sex Stereotyping in Children's Readers. 2nd ed. Princeton, N.J.: Women on Words and Images, 1975. $2.50.

North York Board of Education Print Task Force. *The Rape of Children's Minds*. Toronto: North York Board of Education, 1975. $.25.

Films

Anything They Want to Be. University of California Extension Media Centre, 1974. 16 mm, colour, 15 min. Distributed by International Tele-Film. $184.00.
This film deals with sex-role stereotyping in career-oriented experiences.

Anything You Want to Be. New Day Film, 1971. 16 mm, colour, 10 min. Distributed by Marlin Motion Pictures. $150.00.
A teenage girl describes her desires and plans for the future while the accompanying visuals tell an entirely different story. The two levels of the film are blended into a biting satire on the pressures of family, peers, and society, which force many women to compromise their individuality and intellectual goals.

Big People, Little People. Stirling Education Films, 1967. 16 mm, colour, 9 min. Distributed by Marlin Motion Pictures. $185.00.

The Fable of He and She Learning Corporation of America. 1975 16 mm. colour. 11 min. Distributed by Marlin Motion Pictures $195 00

Hey! What About Us? University of California Extension Media Centre. 16 mm. colour. 15 min. Distributed by International Tele-Film $230 00
This film raises the viewer's awareness of sex-stereotyping in school-based physical activity.

I Is for Important University of California Extension Media Centre. 1974 16 mm. colour. 12 min. Distributed by International Tele-Film $184 00
This film focuses on sex-role stereotyping in social interaction and emotional expression.

Learning to Read Between the Stereotypes Toronto Board of Education. Teaching Aids Department. 1974 16 mm. colour. 20 min. $150 00. Available for rent from Association Films.

A Matter of Choice Federation of Women Teachers' Associations of Ontario. 1974 16 mm. colour. 10 min. $75 00. Available on loan free of charge.
This film describes the different treatment accorded boys and girls in our society, and the effect of this treatment on the choices they make as adults.

Rookie of the Year Teenage Years Series. Time-Life Multimedia. 1976 16 mm. colour. 47 min. Distributed by Marlin Motion Pictures $650 00
Emotions run high as a girl joins the boys' basketball team. This is an excellent portrayal of the pressure placed on individuals to conform.

Twelve Like You Robert Drucker Productions. 1973 16 mm. colour. 25 min. Distributed by International Tele-Film $413 00
Twelve career women discuss their work experiences, ideas, and frustrations.

Why Not Technology? Niagara College of Applied Arts and Technology. 1975 16 mm. colour. 15 min. Distributed by Rhodes International $175 00

Women in the Environment Ministry of the Environment, Ontario. 1975 16 mm. colour. 26 min. Available from The regional offices of the Ministry of the Environment in London, Stoney Creek, Toronto, Kingston, Sudbury, and Thunder Bay. Modern Talking Pictures Service, 1875 Leslie Street, Don Mills, Ontario, and the Women's Bureau, Ministry of Labour, 400 University Avenue, Toronto
A documentary look at women through the spectrum of environmental work. The women in the film include a biologist, a lawyer, an engineer, a microbiologist, a lab technician, and an acoustical engineer.

Videotapes

Coping With Sex-Role Stereotyping Cope. OECA. BPN 148413 Colour. 60 min. Expiry date: Sept. 13, 1981
A discussion program in which a group of teenagers and some adults talk about sex-role stereotyping.

Different Folks Self-incorporated. OECA. BPN 122309 Colour. 15 min. Expiry date: Sept. 30, 1982
This program is designed to help young adolescents deal with the current ambiguity in our society about appropriate sex roles.

Here's Why Not OECA. BPN 135301 Colour. 30 min. Expiry date: Nov. 26, 1980
Through drama and music, this program takes a lighthearted look at the traditional and changing roles of women.

Is Anybody Out There Listening: A Study of Sexism in High Schools E & A Productions. 1976 Colour. ½" videotape $500 00. ¾" video cassette $75 00

Non-sexist Schools OECA. BPN 119908 Colour. 30 min. Unlimited
This documentary looks at the sex roles of both boys and girls in the educational system.

Audiotapes

Superbrain No. 2 Now Hear This. OECA. BPN 501007 30 min. Unlimited
This audiotape examines marriage and society's concepts of masculinity and femininity.

An Inventory for Planning

This checklist[1] is intended to assist teachers, counsellors, and administrators in their examination of issues pertaining to sex-role stereotyping in the school setting. The questions are designed to aid in the identification of specific areas that may need further examination and possibly modification.

A. Classroom practices	Always	Sometimes	Never
1 Do your expectations of achievement in the various subject areas differ for girls and for boys?			
2 Do you expect boys to behave differently from girls? For example, do you consider boys to be aggressive and girls to be submissive?			
3 Are you preparing young people to meet change by assisting them to become fully aware of the options open to them?			
4 Have you examined the language and tone of voice you use in interacting with male and female students to ensure that there is no difference on the basis of sex?			
5 Have you examined the comments you make in evaluating the behaviour and achievement of girls and boys to ensure that all comments apply equally to both sexes?			
6 Have you considered the manner in which you reprimand and discipline girls and boys to ensure that equal misdemeanours are treated equally?			
7 Have you reviewed traditional monitor task allocations, such as setting up equipment and cleaning up materials, to ensure that such tasks are not assigned on the basis of sex?			
8 Have you eliminated segregation practices in the classroom and on the playground – in grouping, lining up, and playing?			
9 Do you encourage girls and boys to work and play together?			
10 When you bring resource people into the classroom do you make sure that students see and hear representatives of both sexes from a variety of occupations (e.g., a male and female police officer, a male and female artist or dancer)?			
11 Are you encouraging all students to use manipulative materials such as tools, audio-visual, science, and sewing equipment, and cooking utensils?			
12 Have you developed teaching strategies to help your students become aware of and able to deal with the changing roles of women and men?			

B. Curriculum	Always	Sometimes	Never
1 Have you revised the curriculum you use to make certain that the roles played by both females and males are fairly represented?			
2 Are the contributions of women in all fields given adequate recognition in the curriculum you offer?			
3 Have you examined the extracurricular activities and programs you offer to ensure that (a) both sexes have equal access, (b) the offerings are of interest to both sexes?			

1 A similar checklist appears in *Changing Roles in a Changing World* (Toronto: Ministry of Education, Ontario, 1976). This booklet provides useful information and suggestions for all educators who are addressing the question of the long-term consequences of the expanding roles of young women and young men.

C. Resources	Always	Sometimes	Never
1 Have you analysed the teaching and learning materials you use in order to eliminate or counterbalance sex-role and other forms of stereotyped conditioning exhibited by students?			
2 Do you work individually or with others, to develop materials devoid of sex-role stereotyping?			
3 Are you aware of the materials now available which can be used to replace those that reflect sex-role stereotyping?			
4 In school budget discussions, is the question of purchasing materials that are devoid of sex-role stereotyping given consideration?			

D. Counselling	Always	Sometimes	Never
1 Do you explore all educational and vocational opportunities when counselling a student regardless of his or her sex? (Students must also be made aware of the social pressures they might encounter upon entering an occupation that is predominantly male or female.)			
2 Does the occupational information available in your school portray career opportunities in a manner free of sex-role stereotyping?			
3 Do you encourage a student in whom you detect a stereotyped attitude that appears to be self-defeating to overcome that attitude in order to realize self-fulfilment?			

Do your expectations of achievement in the various subject areas differ for girls and for boys?

Are you preparing young people to meet change by assisting them to become fully aware of the options open to them?

Distributors

Aardvark Media
975-B Detroit Ave
Concord, Calif.
94520
415/687-0223

Addison-Wesley (Canada)
P.O. Box 580
36 Prince Andrew Place
Don Mills, Ont.
M3C 2T8
416/447-5101

Advisory Council on the Status of Women
63 Sparks St.
Station B
Ottawa, Ont.
K1P 5R5
613/992-4975

Thomas Allen & Son
850 York Mills Rd.
Don Mills, Ont.
M3B 3A7
416/445-7850

Art Gallery of Ontario
317 Dundas St. W.
Toronto, Ont.
M5T 1G4
416/361-0414

Association Films
333 Adelaide St. W.
Toronto, Ont.
M5V 1R6
416/362-2501

Athenaeum Publishers
See McClelland and Stewart

Avon Books
See Barrdawn Sales

Bantam Books of Canada
Suite 408
60 St. Clair Ave. E.
Toronto, Ont.
M4T 1N5
416/922-4970

Barrdawn Sales
1758A Victoria Park Ave.
Scarborough, Ont.
M1R 1R4
416/759-9669

Black Rose Books
3934 St. Urbain St.
Montreal, P.Q.
G9K 9A5
514/844-4076

Book Centre
1140 Beaulac St.
Montreal, P.Q.
H4R 1R8
514/332-4154

Booklegger Press
555 29th St.
San Francisco, Calif.
94131
415/861-8259

The Book Society of Canada
4386 Sheppard Ave. E.
Box 200
Agincourt, Ont.
M1S 3B6
416/293-4175

British Columbia Teachers' Federation
Suite 105
2235 Burrard St.
Vancouver, B.C.
V6J 3H9
604/731-8121

Burns and MacEachern
62 Railside Rd.
Don Mills, Ont.
M3A 1A6
416/447-5131

Canadian Filmmakers' Distribution Centre
406 Jarvis St.
Toronto, Ont.
M4Y 2G6
416/921-4121

Canadian Historical Association
c/o Public Archives
344 Wellington St.
West Memorial Bldg.
Ottawa, Ont.
613/233-7885

Canadian Native Prints
1219 Richards Street
Vancouver, B.C.
V6B 3G3

Canadian Stage & Arts Publications
52 Avenue Rd.
Toronto, Ont.
M5R 2G2
416/921-5188

Canadian Women's Educational Press
Suite 305
280 Bloor St. W.
Toronto, Ont.
M5S 1W1
416/962-3904

Can Film Media
6814a-6th Street S.E.
Calgary, Alta.
403/359-4444

Marhall Cavendish
See Saunders of Toronto

Christopher Chapman
R.R. #1
Markham, Ont.
416/294-4028

Clarke, Irwin & Co.
Clarwin House
791 St. Clair Ave. W.
Toronto, Ont.
M6C 1B8
416/654-3211

Collier Macmillan Canada
539 Collier Macmillan Dr.
Cambridge, Ont.
N1R 5W9
519/621-2440

Commonwealth Advertising
2157 Royal Windsor Dr.
Mississauga, Ont.
L5J 1K5
416/278-6175

Copp Clark Publishing
517 Wellington St. W.
Toronto, Ont.
M5V 1G1
416/366-4911

CTV Television Network
42 Charles St. E.
Toronto, Ont.
M4Y 1T4
416/924-5454

David and Charles
See Douglas, David & Charles

Dell International of Canada
c/o Howell Warehouses Ltd.
156 Front St. W.
Toronto, Ont.
M5J 1G6
416/366-0111

Doubleday Canada
105 Bond St.
Toronto, Ont.
M5B 1Y3
416/366-6224

Douglas, David & Charles
1875 Welch St.
North Vancouver, B.C.
V7P 1B7
604/980-7922

Dover Publications
See General Publishing Co.

E. P. Dutton & Co.
See Clarke, Irwin & Co.

Edu-Media
1 Adam St.
P.O. Box 1240
Kitchener, Ont.
N2G 4H1
519/578-5410

Encyclopaedia Britannica Publications
2 Bloor St. W.
Toronto, Ont.
M4W 3J1
416/925-9531

Agnes Etherington Arts Centre
Queen's University
Kingston, Ont.

Farrar, Straus & Giroux
See McGraw-Hill Ryerson

Federation of Women Teachers' Associations of Ontario
3rd Floor
1260 Bay St.
Toronto, Ont.
M5R 2B8
416/964-1232

Feminist Press
SUNY/College at Old Westbury
Box 334
Old Westbury, N.Y.
11568
516/876-3086

Fineglow Plays
See Talon Books

Fitzhenry & Whiteside
150 Lesmill Rd.
Don Mills, Ont.
M3B 2T5
416/449-0030

Gage Publishing
164 Commander Blvd
Agincourt, Ont
M1S 3C7
416/293-8141

General Publishing Co.
30 Lesmill Rd
Don Mills, Ont
M3B 2T6
416/445-3333

Ginn and Company
3771 Victoria Park Ave
Scarborough, Ont
M1W 2P9
416/497-4600

Harvard University Press
See Book Centre

Hayden Book Company
See General Publishing Co

D. C. Heath Canada
Suite 1600
100 Adelaide St W
Toronto, Ont
M5H 1S9
416/362-6483

Holt, Rinehart and Winston of Canada
55 Horner Ave
Toronto, Ont
M8Z 4X6
416/255-4491

Hopkinson & Blake, Publishers
329 Fifth Ave
New York, N Y
10016
212/689-5369

House of Anansi Press
See Burns and MacEachern

Information Canada
See Supply and Services Canada

International Tele-Film Enterprises
47 Densley Ave
Toronto, Ont
M6M 5A8
416/241-4483

Kennikat Press Corp.
90 S Bayles Ave
Port Washington, N Y
11050
516/883-0570

Alfred A. Knopf
See Random House of Canada

J. P. Lippincott Co.
See McClelland and Stewart

Lollipop Power
P O Box 1171
Chapel Hill, N C
27514
919/929-4857

J. E. Macdonald
P O Box 6
R R #1
Thessalon, Ont
P0R 1L0

Macmillan Company of Canada
70 Bond St
Toronto, Ont
M5B 1X3
416/362-7651

Marlin Motion Pictures
47 Lakeshore Rd E
Port Credit, Ont
L5G 1C9
416/278-5235

Peter Martin Associates
280 Bloor St W
Suite 305
Toronto, Ont
M5S 1W1
416/967-5621

Massachusetts Institute of Technology Press
28 Carleton St
Cambridge, Mass
02142
617/253-5646

McClelland and Stewart
25 Hollinger Rd
Toronto, Ont
M4B 3G2
416/751-9345

McDougal, Littel & Co.
See The Book Society of Canada

McGraw-Hill Ryerson
330 Progress Ave
Scarborough, Ont
M1P 2Z5
416/293-1911

Mentor Books
See New American Library of Canada

Julian Messner
See Musson Book Company

Methuen Publications
2330 Midland Ave
Agincourt, Ont
M1S 1P7
416/291-8421

Mika Studio
P O Box 536
200 Stanley St
Belleville, Ont
K8N 5B2

Ministry of the Attorney General, Ontario
Communications Branch
18th Floor
18 King St E
Toronto, Ont
M5C 1C4
416/965-1664

Ministry of Consumer and Commercial Relations, Ontario
Communication Services
9th Floor
555 Yonge St
Toronto, Ont
M7A 2H6
416/963-0339

Ministry of Education, British Columbia
Parliament Buildings
Victoria, B C
V8V 1X4

Ministry of Education, Ontario
Communication Services
14th Floor
Mowat Block
Queen's Park
Toronto, Ont
M7A 1L2
416/965-6407

Ministry of the Environment, Ontario
Information Services Branch
6th Floor
135 St Clair Ave W
Toronto, Ont
M4V 1P4
416/965-7117

Ministry of Industry and Tourism, Ontario
Communication Services
10th Floor
Hearst Block
Queen's Park
Toronto, Ont
M7A 2E1
416/965-4004

Ministry of Labour, Ontario
Women's Bureau
2nd Floor
400 University Ave
Toronto, Ont
M5G 1S5
416/965-1537

Modern Talking Picture Service
1875 Leslie Street
Don Mills, Ont
M3B 2M5
416/444-7359

Mount Saint Vincent University
Art Gallery
Halifax, N S
B3M 2J6
902/443-4450

Musson Book Company
30 Lesmill Rd
Don Mills, Ont
M3B 2T6
416/445-3333

National Council for the Social Studies
Social Education
2030 "M" St N W
Suite 406
Washington, D C
20036

National Council of Women of Canada
20-270 MacLaren St
Ottawa, Ont
K2P 0M3
613/233-4353

National Film Board of Canada
Distribution Branch
1 Lombard St E
Toronto, Ont
M5C 1L9
416/369-4093

NC Press
P O Box 4010
Station A
Toronto, Ont
M5W 1H8
416/368-1165

Thomas Nelson & Sons (Canada)
81 Curlew Dr
Don Mills, Ont
M3A 2R1
416/444-7315

New American Library of Canada
81 Mack Ave
Scarborough, Ont
M1L 1M8
416/699-7193

New Canadian Library
See McClelland and Stewart

Newfoundland Status of Women Council
P O Box 6072
Room 111, 77 Bond St
St John's, Nfld
A1C 5X8

New Press
30 Lesmill Rd
Don Mills, Ont
M3B 2T6
416/445-3333

North York Board of Education
5050 Yonge St
Willowdale, Ont
M2N 5N8
416/225-4661

Ontario Committee on the Status of Women
P O Box 188
Station Q
Toronto, Ont

Ontario Human Rights Commission
400 University Ave
12th Floor
Toronto, Ont
M5G 1S5
416/965-6841

Ontario Institute for Studies in Education
252 Bloor St W
Toronto, Ont
M5S 1V6
416/923-6641

Ontario Status of Women Council
801 Bay St
3rd Floor
Toronto, Ont
M5S 1Z1
416/965-1111

Oxford University Press
70 Wynford Dr
Don Mills, Ont
M3C 1J9
416/429-2941

Paddington Press
See Random House of Canada

Pantheon Books
See Random House of Canada

PaperJacks
330 Steelcase Rd
Markham, Ont
L3R 2M1
416/495-1261

Parents' Magazine Press
See McGraw-Hill Ryerson

Parkdale Community Legal Services
1267 Queen St W
Toronto, Ont
M6K 1L5
416/531-2411

Penguin Books Canada
2801 John St
Markham, Ont
L3R 1B4
416/495-1571

Playwrights Co-op
8 York St
6th Floor
Toronto, Ont
M5J 1R2
416/363-1581

Praeger
See Holt, Rinehart and Winston of Canada

Prentice-Hall of Canada
1870 Birchmount Rd
Scarborough, Ont
M1P 2J7
416/293-3621

Queen's Printer, Ontario
Publications Service
5th Floor
880 Bay St
Toronto, Ont
M5S 1Z8
416/965-6015

Random House of Canada
5390 Amber Dr
Mississauga, Ont
L4W 1Y7
416/624-0672

Reader's Digest Association (Canada)
215 Redfern Ave
Montreal, P Q
H3Z 2V9
514/934-0751

Rhodes International
26-114 Eglinton Ave E
Toronto, Ont
M4P 1A6
416/868-0478

Saunders of Toronto
850 York Mills Rd
Don Mills, Ont
M3B 2M8
416/445-6121

Scholastic Book Service
See Scholastic-TAB Publications

Scholastic-TAB Publications
123 Newkirk Rd
Richmond Hill, Ont
L4C 3G5
416/889-0330

Charles Scribner's Sons
See Wiley & Sons Canada

Sheed, Andrews & McMeel
See Gage Publishing

Simon and Pierre Publishing Co.
See Toronto Women's Bookstore

Social Studies School Service
10,000 Culver Blvd
Culver City, Calif

Source Book Press
185 Madison Ave
New York, N Y
10016
212/679-0553

Supply & Services Canada
Printing & Publishing
Place du Portage, Phase III
11 Lawier St
Hull, P Q
K1A 0S5
613/995-1781

Talon Books
201-1019 East Cordova
Vancouver, B C
V6A 1M8
604/255-5915

Tantalus Research
P O Box 34248
2405 Pine St
Vancouver, B C
V6J 4N8
604/731-4426

Toronto Community Law School
105 Davenport Rd
Toronto, Ont
M5R 1H6
416/967-5183

Toronto Women's Bookstore
85 Harbord St
Toronto, Ont
M5S 1G4
416/922-8744

Universal Education and Visual Arts
2450 Victoria Park Ave
Willowdale, Ont
M2J 4A1
416/491-3000

University of Alberta
Edmonton, Alta
T6G 2E1
403/432-3111

University of British Columbia Press
2075 Wesbrook Mall
Vancouver, B C
V6T 1W5
604/228-3259

University of Toronto Press
5201 Dufferin St
Downsview, Ont
M3H 5T8
416/667-7757

University Women's Club
Mrs B Rysdale
467 Tipperton Cres
Oakville, Ont
L6L 5E1

VIPS Order Desk/OECA
P O Box 200
Station Q
Toronto, Ont
M4T 2T1
416/484-2600

Visual Education Centre
75 Horner Ave
Toronto, Ont
M8Z 4X5
416/252-5907

Wadsworth Publishing Co.
10 Davis Dr
Belmont, Calif
94002
415/592-1300

C. A. Watts London & Co.
39 Parker St
London, England
WC2B 5PB
01-242-1655

Western Producer Prairie Books
P O Box 2500
440 Second Ave N
Saskatoon, Sask
S7K 2C4
306/242-7651

J. Weston Walch Publishers
P O Box 658
Portland, Maine
04104
207/773-8101

John Wiley and Sons Canada
22 Worcester Rd
Rexdale, Ont
M9W 1L1
416/675-3580

Women on Words and Images
30 Valley Rd
Princeton, N J
08540
609/921-8653